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Measuring teacher self-efficacy using English language learner shadowing as a catalyst for implementation of two instructional strategies to support the academic language development of long-term English language learners

Michelle D. Owen-Tittsworth

Pepperdine University

Graduate School of Education and Psychology

MEASURING TEACHER SELF-EFFICACY USING ENGLISH LANGUAGE LEARNER SHADOWING AS A CATALYST FOR IMPLEMENTATION OF TWO INSTRUCTIONAL STRATEGIES TO SUPPORT THE ACADEMIC LANGUAGE DEVELOPMENT OF LONG-TERM ENGLISH LANGUAGE LEARNERS

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Doctor of Education in Education, Leadership, and Policy

by

Michelle D. Owen-Tittsworth

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Linda Purrington, Ed.D.

This dissertation, written by

Michelle Dawn Owen-Tittsworth

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Linda Purrington, Ed.D., Chairperson

Joan Mills-Buffehr, Ed.D.

Ivannia Soto, Ph.D.

Ligia Hallstrom, Ed.D.

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DEDICATION

To my husband, Ryan Bernard. Thank you for loving me unconditionally. You are my voice of reason, my personal and professional advisor, and my rock that I can always lean on. Your determination inspires me to always work to better myself, and your faith in me always encourages me that there is no obstacle too big or too small that I cannot overcome. You have taught me that when life gets you down, it is important to brush yourself off and stand on your own two feet. You have taught me that no one is going to care about you as much as yourself, as well as the importance of being your own voice. As God as the center of our marriage, I will always love you, and I thank you for believing in me.

To my mom and dad, Jerry and Judy. Thank you for teaching me what it means to live a beautiful life. The two of you have taught me the meaning of love and commitment. You embody a giving heart and the power of a loving world. Through your light, I have learned to shine and achieve every dream that I have set out to achieve. Through my small-town roots, I am grounded in the things that really matter. It is through you and the blood of my ancestors where I find my passion to continue my search for knowledge and my passion for learning. Thank you for always believing in me and helping me to achieve my dreams.

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VITA

EDUCATION

Pepperdine University Graduate School of Education **2009-Current**
Doctorate in Educational Leadership, Administration, and Policy (4.0 G.P.A.)

Harvard University **Summer 2011**
Closing the Achievement Gap – Summer Learning Institute

INDIANA UNIVERSITY **MAY 2002**
Masters in Elementary Education (4.0 G.P.A.)
Elementary Administrative Services Credential
Secondary Administrative Services Credential

UNIVERSITY OF SOUTHERN INDIANA **MAY 2001**
Bachelor of Science (3.7 G.P.A.)
Elementary Education Major, Mathematics Minor

PROFESSIONAL EXPERIENCE

Orange Unified School District

Handy Elementary School **2012-Current**
Principal

- Led a 5+ Program Improvement school
- Oversaw a QEIA school and monitored budgets and documentation
- Maintained a $350,000 budget and ensured accurate accountability in categorical funding and documentation
- Completed Comprehensive School Plans, Restructuring Plans, QEIA Plans, Program Improvement Plans, Title 1 Plans, Parent Involvement Plan, and Safe School Plan
- Worked with full-time Literacy Specialist and Read 180 Coordinator to monitor and support teacher and student literacy achievement
- Observed and evaluated all classified and certificated staff that included mentoring and coaching
- Oversaw an active ELAC and parent support team with +100 members

Norwalk – La Mirada Unified School District

Los Alisos Middle School **2009-2012**
Assistant Principal & Dean of Students

- Observed and evaluated 1/3 of staff, including coaching and mentoring of two teachers on action plans, as well as all classified supervision aides
- Oversaw the GATE program, honor's curriculum, and supported implementation of the STEM Magnet Program
- Oversaw grant writing and marketing opportunities for site
- Scheduled and monitored all field trips and budgets (40 in all)
- Responsible for discipline and classroom management support
- Oversaw ½ of special education IEPs (100 students in all)
- Monitored all students below a 2.0 G.P.A. with trimester meetings (350 students in all) and held parent calls and/or conferences
- Led and monitored professional development & leadership team meetings

- Provided leadership in curriculum planning, implementation, and evaluation
- Responsible for weekly bulletin & scheduling of campus events & activities

Benton & Hutchinson Middle School **2008-2009**
Assistant Principal

- Supported two middle schools simultaneously with alternating schedules
- Responsible for discipline and classroom management support
- Worked to meet the needs of all special needs students
- Monitored school plan development, implementation, and total curriculum
- Provided leadership in curriculum planning, implementation, and evaluation
- Responsible for establishing and maintaining communication to staff, district parents, students, and community
- Promoted site-based decision-making
- Planned, coordinated and implemented professional development

Scott County School District 2

Scottsburg Middle School **2002 – 2008**
Eighth Grade Algebra Teacher

- Served as Grade Level Team Leader
- Served School as Athletic Coordinator
- Served School as Swim, Cheer, and Track Coach
- Served on the following committees: Bullying Prevention, Agenda, Handbook, Budget, Leadership, and Wellness Committee

New Albany – Floyd County School Corporation

Scriber & Hazelwood Middle School **2001 – 2002**
Math Remediation Teacher

- Taught between two schools within the district on alternating schedules to provide remediation support for students who did not meet state standards

TRAINING

Educators Coop: Common Core Implementation	2012 – 2013
ACSA Tustin Personnel Academy	2011 – 2012
Facilitation Skills for Chaotic Times	2011 – 2012
English Language Development Training	2010 – 2012
Systematic ELD Training	2008 – 2010
Professional Learning Community Training (NLMUSD)	2008 – 2010
Eric Jensen: Teaching with Poverty in Mind	2010
Sheltered Instruction Observation Protocol	2010
Dennis Fox: Data Assessment Analysis	2009
Katherine Casey: Balanced Literacy	2008 – 2012
Gifted and Talented Education	2008 – 2009
Breaking Ranks in the Middle Schools	2007
Lego Robotics Educator Training	2006 – 2007
Teaching Reading in the Content Areas	2006
NBPTS: Mentor Training	2005 – 2006
The Olweus Bullying Prevention Program	2004
Fred Jones: Tools for Teaching	2004 – 2005
Brain-Based Teaching (Minds in Motion)	2004
Ruby Payne: Preventing School Violence	2003

CONFERENCES

AASA National Conference	2011
NASSP National Conference	2007 & 2008
Horace Mann National Conference	2007
---Honored as Guest Speaker	
IMLEA State Conference	2006 & 2007
---Presenter (Student Led Conferences & Bullying Prevention)	
ISTA Professional Development Academy	2006 – 2007
Dr. Scott Practices to Lower Dropout	2005
Alternatives to Suspensions & Expulsions	2005
Counseling the Most Difficult Adolescents	2004

PROFESSIONAL ORGANIZATIONS

National Association of Secondary School Principals, NASSP
National Association for Elementary School Principals, NAESP
Association of California School Administrators, ACSA
Association for Supervision and Curriculum Development, ASCD
Leadership Team Orange, LTO
American Association of School Administrators, AASA
California Association for Bilingual Education, CABE

ABSTRACT

The purpose of this descriptive survey study was to (a) investigate the impact of ELL Shadowing on teachers' awareness of the academic language abilities and needs of Long-Term English Language Learners; (b) assess teacher-perceived proficiency in implementing Frayer Model and Think-Pair-Share Charting instructional strategies with English learners following specially designed professional development; (c) assess teacher self-efficacy to effectively address the academic language needs of English learners following specially designed professional development; and (d) investigate the academic language performance of Long-Term English Language Learners as a result of the Frayer Model and Think-Pair-Share Charting strategy implementation.

This study used an original survey created by the researcher consisting of 13 structured and 2 semi-structured questions that was administered after professional development on ELL Shadowing, the Frayer Model, and Think-Pair-Share Charting. The survey's 15 questions examined teacher self-efficacy in using the 2 instructional strategies to meet the needs of Long-Term English Language Learners, how ELL Shadowing impacted teachers' perspectives of English learners, and the impact of the 2 instructional strategies on English learners' performance following professional development.

The findings from this study indicated that: (a) the majority of teacher participants saw the benefit in ELL Shadowing increasing awareness of the academic needs of Long-Term English Language Learners and that these students often remain passively silent in the classroom; (b) teachers are slightly more comfortable using the Frayer Model than Think-Pair-Share Charting; (c) the majority of teacher participants saw the benefit in

using the Frayer Model and Think-Pair-Share Charting to increase student talk, accountability, and Academic Language Development; and (d) in addition to professional development workshops, some teachers need ongoing support and coaching for full implementation of instructional strategies.

It was concluded that: (a) ELL Shadowing increases awareness of Long-Term English Language Learners; (b) English learner professional development can increase teacher efficacy for supporting English learners; (c) The Frayer Model and Think-Pair-Share Charting, when used in conjunction, increase academic language development for English learners; and (d) Effective professional development requires a systems approach in order to build teacher capacity and sustainability.

CHAPTER I: INTRODUCTION

Background

Every student deserves to attend a school that delivers, monitors, and refines instructional practices that ensure learning for every child. This belief is embodied within the regulations of the No Child Left Behind Act (NCLB), which was signed into action by President George W. Bush in 2002. NCLB mandates that all public schools monitor student progress through a clear standard of achievement as defined by making Adequate Yearly Progress (AYP). AYP is the measurement used under NCLB that requires schools to meet certain criteria based on four major subgroups: ethnicity, socio-economic status, English learners (ELs), and students with disabilities. The law also outlines that each school develop a detailed action plan that requires all students to be proficient in math and Language Arts by 2014 (Public Law 107-110, 2002). In order to meet these demands, it is necessary for educators to examine large subgroups that may or may not be making progress, such as ELs who are struggling to acquire a new language while also working to learn grade level content standards.

School-age English Language Learners (ELLs) continue to increase in numbers throughout the United States. According to the National Center for Education Statistics (2010), the number of ELLs who spoke a language other than English in their home almost tripled between 1980 and 2009 from less than 5 million to more than 11 million students. In California, there exists a large subgroup EL population that is even more substantially populated then a majority of other states. Within the EL population, there exists a substantial population of students considered Long-Term English Language Learners (L-TELLs): students who have tested in the intermediate range of English

language proficiency for 3 or more years according to their California English Language Development Test score (Olsen, 2010). According to the California Department of Education (2012b), over 1.46 million ELLs attended a California public school in 2009-10. Of the 1.46 million ELs, 59% of these students are L-TELLs (Olsen, 2010). Moreover, more than half of the ELs in California are not making adequate progress for redesignation to Fluent English Proficient. While schools work to embed scaffolding that supports English learners, it is critical that these scaffolds provide explicit support.

While each state faces the challenge of ensuring proficiency in language arts and math based on state testing for every student by 2014 under the requirements of NCLB, California has been particularly affected by this regulation due to the high levels of ELs entering California Public Schools. In addition to the challenge of the growing EL population, it is even more alarming that 59% of California ELs attending public schools were born in the United States and have been attending its public schools since kindergarten. Additionally, more than half of the ELs in California are not making adequate progress for redesignation to Fluent English Proficient (Olsen, 2010). In California, the pathway from EL to Fluent English Proficient is divided into five distinct stages: beginning, early intermediate, intermediate, early advanced, and advanced (California Department of Education, 2012a). Those students who are not making progress often stall at the intermediate level and are labeled L-TELLs (Soto, 2012a). The problem is that of the 1.46 million ELs in California public schools, over half of them are L-TELLs who are not making progress (Olsen, 2010).

According to Olsen (2010), the vast majority of California L-TELLs begin their educational careers enrolled in a California public school at the kindergarten level. It is a

serious problem that these L-TELLs are products of an educational system that is failing to meet their needs. Therefore, it is critical for schools to analyze this major subgroup and seek out effective strategies to support continuous growth in their learning process to minimize the number of ELs stalling at the intermediate level. While many schools have sought out instructional programming to support ELs, no comprehensive studies have been conducted on professional development efforts to increase teacher self-efficacy using the ELL Shadowing observation tool as a catalyst to implement two specific strategies that directly target academic language development for L-TELLs.

Multiple programs have been developed to meet the needs of L-TELLs, such as sheltered instruction, specifically designed instruction, immersion programs, and hybrids of dual language instruction programs. While many of the programs have been studied and yield positive results, when used exclusively, these programs continue to not meet the needs of the L-TELL population. The major problem is that the programs typically focus on literacy development or academic content development and often exclude the critical component of increasing academic oral language development (Soto, 2012b). It is estimated that ELs spend less than 2% of their school day engaged in academic oral language development (August, 2003). Therefore, it is essential that educators focus on this major gap when working with L-TELLs and implement instructional strategies that provide them with the tools to increase academic oral language skill and fluency.

According to the National Literacy Panel (as cited in August & Shanahan, 2006), ELs need opportunities for structured oral language development and embedded vocabulary development. The National Literacy Panel notes that there is a relationship between a student's ability to speak and read and another correlation between the

student's ability to listen and write. Krashen (1981) and Seliger and Long (1983) argue that learning is dependent on how one approaches comprehensive input before his/her internal processing mechanism can be accessed. Therefore, it is critical for students to receive academic instructional scaffolds that target both speaking and listening in order to build oral language development, which will in turn, increase academic achievement. Although multiple strategies exist to engage and scaffold learning for ELs, these strategies often fail to target structured conversation needed to develop oral language proficiency. According to Soto (2012b), two strategies that do specifically target academic language development include Think-Pair-Share Charting and Frayer Model concept mapping.

Think-Pair-Share Charting was first introduced by Frank Lyman (1987b) and is a strategy that works to explicitly teach academic oral language. Students think about a question and provide a written answer, discuss the answer with a partner, record their partner's answer after listening, and select an answer that will be shared with the whole group (see Appendix A). Unlike partner talk used in many classrooms, this strategy explicitly walks the learner through the thinking process, allows time for students to process, and exercises the student's ability to read, write, listen, and speak (Soto, 2012b). Krashen and Terrell (1983) support this concept through claims that academic language acquisition can only occur when messages are presented in a student's primary language. Additionally, Widdowson (1978) first introduced the concept of using authentic text to support learners. Since then, there has been a noteworthy attempt to engage students more frequently in authentic reading, writing, speaking, and listening. However, these efforts often go unstructured, creating a gap in L-TELL students engaging in academic

oral language. Since L-TELL students do not tend to engage in authentic academic language throughout the school day (Olsen, 2010), Think-Pair-Share Charting is one strategy designed to meet the needs of these struggling learners.

The second strategy that targets academic language development is the Frayer Model. Frayer, Fredrick, and Klausmeier (1969) first introduced the Frayer Model of concept mapping, an instructional technique where students study examples, non-examples, visuals, and the definition of key vocabulary (see Appendix B). Seliger and Long (1983) support this work by suggesting that in order for students to learn, they need familiar structures, vocabulary, and the use of modifications of structures through scaffolding in conversation. Goldenberg and Coleman (2010), Hill and Flynn (2006), Kinsella (2007) Sousa (2011), and Soto-Hinman and Hetzel (2009) also note the importance of explicit vocabulary instruction when learning new linguistic material. While exposing the learner to new linguistic material with blended familiar instruction, a bridge is developed for students to understand the concepts being taught. Supporting teachers in implementation of these strategies through professional development is critical for improving quality instruction and targeting students who are not making progress.

Professional development to improve instruction for L-TELLs continues to be at the forefront for districts entering Program Improvement (Darling-Hammond, 1996). The State of California uses the term Program Improvement to describe school districts that have not met AYP in all subcategories (socioeconomic status, race, ethnicity, disability, and limited English proficiency) as measured by the annual California State Test for 2 or more consecutive years (California Department of Education, 2012e). Due

to the limited English proficiency population not making progress according to the California State Test results, there has been an increase of interest in professional development to support this subcategory. According to the National Literacy Panel (as cited in August & Shanahan, 2006), the most successful professional development efforts require extended focus (1-3 years) and include interactive coaching, demonstrations, and hands-on learning. Unfortunately, schools that serve diverse student needs often shift professional development focuses before the maturation of many professional development efforts due to increased pressures to improve multiple facets of instruction. The National Literacy Panel reports that those schools most likely to achieve success for ELs are those that narrowly focus their professional development, develop high expectations around teacher beliefs of ELs, and value cultural differences.

One strategy suggested by Soto (2012a) to narrow professional development focus and enhance professional development efforts for ELs is a technique called ELL Shadowing. ELL Shadowing is conducted by using the ELL Shadowing Protocol Form (see Appendix C), in which a teacher records the academic listening and speaking of an ELL over the course of a defined time period, typically 120 minutes. Students are typically selected at random from the EL population by the principal or professional development facilitator. Participants follow the student and record the academic listening and speaking during every 5-minute interval without the ELL's awareness that he/she is being observed. The results are tabulated by each staff member to determine the frequency of academic listening and speaking in order to potentially monitor and increase a teacher's focus on academic oral language, thus using the technique as a catalyst to narrow professional development focus and potentially increase teacher self-efficacy.

Additionally, the ELL Shadowing Protocol Form can also be used as a monitoring tool to determine if professional development efforts are increasing student academic language speaking opportunities.

Statement of the Problem

Eighty-one percent of the 31 L-TELLs at Central Elementary School (pseudonym) were born in the United States and are currently stalled at the intermediate level of English academic language proficiency based on California English Language Development Test results. While well-intended efforts have been attempted to improve the performance of these L-TELLs, these efforts have yet to yield desired results. A consultant has been hired to provide specially designed professional development intended to help schools with high L-TELL populations meet the district's adopted English Language Development Master Plan. The plan states that each school will implement Think-Pair-Share Charting and the Frayer Model of concept mapping into all core content areas such as math, science, language arts, and social studies. The specific professional development plan, which was designed and agreed upon by the district and independent consultant, has been proposed to meet the district's English Language Development Plan. For the purposes of this study, the research took place after the implementation of the professional development that was agreed upon by both the district and consultant. This study only examined the outcomes after the professional development plan was concluded on January 29, 2013. The Professional Development Plan that is separate from this study began with ELL Shadowing so that teachers and professionals could look at the specific areas of need for their own students followed by professional development sessions that focused on the Frayer Model and Think-Pair-

Share Charting introductions, applications, and analysis opportunities. This study examined the outcomes of the professional development after it was conducted. Although the administration from the selected schools has already received this specifically designed training, the teachers had yet to participate in the professional development or the ELL Shadowing experience to determine the specific areas of need for each site. Think-Pair-Share Charting and the Frayer Model of concept mapping, according to Soto (2012b), provide academic support in the areas of grammar, vocabulary, syntax, and register needed to support language development for ELs. However, no empirical study has been conducted to determine the effects of ELL Shadowing on teacher perceptions about student learning and the need for professional development, or the effects of Think-Pair-Share Charting and the Frayer Model of concept mapping as instructional strategies when used in tandem to increase the academic language development of L-TELLs. Therefore, there was a need to conduct an actual study of the effects of ELL Shadowing as a catalyst to support professional development implementation, as well as teacher confidence and perceived ability based on professional development of the Frayer Model of concept mapping and the Think-Pair-Share chart as instructional tools to improve the academic language development and student achievement of L-TELLs.

Purpose

The purpose of this descriptive survey study was to: (a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELLs' academic language abilities and needs, (b) assess Central Elementary School teacher-perceived proficiency in implementing Frayer Model and Think-Pair-Share Charting

instructional strategies with L-TELLs post specially designed professional development, (c) assess Central Elementary School teachers' overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and (d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of Frayer Model and Think-Pair-Share Charting strategy implementation.

Research Questions

Five research questions guided this study:

1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?
2. How did Central Elementary School teachers rate their efficacy as a result of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?
3. How did Central Elementary School teachers rate their efficacy as a result of implementing Think-Pair-Share charting with L-TELLs following
4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLs following participation in a specially designed workshop and follow-up application?
5. What changes, if any, did Central Elementary School teachers observe in the academic language development of their L-TELLs after implementing the Frayer Model and Think-Pair-Share chart in their instructional practices?

Theoretical Framework

This study encompassed two theoretical frameworks: Bruner's (Wood, Bruner, & Ross, 1976) scaffolding theory and Krashen's (1985) theory of second language acquisition. Scaffolding theory was first popularized by Jerome Bruner, who addressed the need for learners to have information broken down into attainable steps using a scaffold that would eventually be taken away as the learner increases his/her competency. Bruner continued to describe scaffolding as organizing the entry of learning for students so that they are successful, and then gradually taking away the supports as the learner becomes skillful enough to manage the learning (Bruner & Watson, 1983). This theory is further supported by Gibbons (2002) and Vygotsky and Cole (1978) who believe that in order for learning to take place, students must be working in their zone of proximal development where scaffolds are needed initially and may later be taken away as learners develop greater understanding. Bruner's framework is relevant to this study due to the proposal to use the Frayer Model of concept mapping and the Think-Pair-Share chart as a scaffold to potentially increase language development for L-TELLs.

Lastly, Krashen's (1981) theory of second language acquisition suggests that students develop language in two distinct ways, through learning and acquisition. The learning component consists of the routine rules and procedures that govern a language, whereas the acquisition component consists of the subconscious process of language interaction that is acquired through daily interactions (Krashen, 1985). Acquisition is most important when attaining a new language; only after students have had opportunities to acquire language can they then focus on the rules that govern language. Based on Krashen's (1981, 1985) beliefs, linguistics only will make sense once students develop

control of the language in its oral form, and thus foster sense making in the learning process because students have a foundation where they can build their new learning. This theoretical framework was also relevant to this study due to the proposal to use the Frayer Model of concept mapping and the Think-Pair-Share chart as a tool to practice and thus acquire new learning in a structured social setting that may support academic oral discussion during instructional delivery. This study provided teachers participating in the intervention with two instructional strategies that may support learning and acquisition of a new language, thus potentially further informing the theory of second language acquisition.

Operational Definitions

Teacher's perceived confidence. Teacher's perceived confidence is defined as an individual's ability to successfully execute a behavior required to produce a certain outcome (Bandura, 1986; Gibson & Dembo, 1984). For the purpose of this study, teacher's perceived confidence was measured using a survey developed by the researcher.

Perceived teaching ability. Perceived teaching ability is defined as a teacher's own opinion on one's capacity to effectively address student motivation, student differentiation, assessment of student work, and collaboration with stakeholders in the education field (Evans & Tribble, 1986). For the purpose of this study, perceived teaching ability was measured using a survey developed by the researcher.

Key Terms

English Language Learner (ELL)/English Learner (EL). An ELL or EL is a student acquiring English whose primary language is not English and who is not proficient in English (California Department of Education, 2012d).

English Only (EO). An EO is a student whose primary language is English (McLaughlin et al., 2000).

California State Test (CST). The CST is a criterion-referenced test given to students annually that measures students' progress toward achievement of the California state adopted academic content standards (EdSource, 2012).

California English Language Development Test (CELDT). The CELDT is a norm-referenced test given annually to every EL in the State of California that assesses Speaking, Reading, Writing, and Listening based on English language development standards. Results are categorized into five bands: beginning, early intermediate, intermediate, early advanced, and advanced (California Department of Education, 2012a).

ELL Shadowing. ELL Shadowing is a technique where an administrator follows an EL for approximately 120 minutes, taking notes at every 5-minute interval on the student's actions regarding listening and speaking in order to specifically examine the needs of an EL's academic language development (Soto, 2012a).

Long-Term English Language Learner (L-TELL). An L-TELL is a student who has been enrolled in United States Schools for over 5 years, making inadequate progress in English language development based on the CELDT, and struggling academically (Olsen, 2010).

Redesigned Fluent English Proficient (R-FEP). An R-FEP student is a student who scores proficient on the CELDT test for 2 years, basic in Language Arts on the CST test, and demonstrates academic progression as measured by teacher grading (California Department of Education, 2012d).

Elementary school. An Elementary school is defined as a learning institution where students who are enrolled within a school servicing grades kindergarten through fifth grade (Jepsen & de Alth, 2005).

Academic language. Academic language is an abstract and complex language used within the academic content areas of language arts, social studies, math, and science (Goldenberg, 2008).

Core academic content areas. The core academic content areas are subjects that are assessed in the statewide testing system for K-12 public schools, which include: Language arts, math, science, and social studies subjects (EdSource, 2012).

Scaffolding. Scaffolding encompasses temporary instructional supports that are eventually taken away once a student reaches an appropriate level of proficiency with a particular skill (Soto-Hinman & Hetzel, 2009).

The Frayer Model. The Frayer Model is an instructional strategy using synonyms, antonyms, visual representations, and definitions of key terminology to help learners develop an understanding of a concept (Bishop & McIntosh, 2009).

Think-Pair-Share Charting (TPS). TPS is an instructional strategy using a chart that explicitly teaches the academic register of language through formulating one's thoughts, listening to a partner's thoughts, and paraphrasing (Soto, 2012b).

Nature of Intervention

The nature of the intervention was separate from the actual start of this study. An independent consultant was hired by the district separately from this study to implement a series of professional development sessions that focused on EL Shadowing and the application of the Frayer Model and TPS Charting (see Appendix D). The study started

at the conclusion of the professional development on January 29, 2013. At that time, teachers took a survey using an original survey instrument (see Appendix E) designed by the researcher. The first intervention, which was separate from the study, consisted of giving all teachers at Central Elementary School the name and class schedule of an L-TELL. Each teacher then shadowed his/her student for 2 hours total. The chosen students for Shadowing were selected at random by the Central Elementary School administration based on the L-TELL classification, grade level, and student schedules that avoided physical education, breaks, and lunches. Shadowing occurred prior to any professional development so that teachers could observe the academic needs of ELs first-hand prior to new learning. The teacher observed the student for 2 hours and kept records using the ELL Shadowing Protocol Form (see Appendix C), noting the academic listening and the academic speaking taking place at every 5-minute interval. The teachers then came together as a group and recorded the findings on chart paper. The teachers analyzed the data and determined the highest frequency of academic listening and academic speaking observed as an entire group, recording their findings.

The second intervention for the teachers working with students identified as L-TELLs included implementation of two instructional strategies: TPS Charting and the Frayer Model of concept mapping. Teachers received training in using these two strategies over the course of four professional development meetings held on October 17, 2012, November 20, 2012, December 4, 2012, and January 29, 2013. All participating teachers were credentialed in their specific content areas. At the conclusion of the last professional development session, the original survey designed by the researcher was administered.

According to Darling-Hammond and McLaughlin (1995), teachers need opportunities to work collaboratively, share knowledge, discuss learning, plan, and evaluate collectively. Based on this research, the teachers participated in monthly meetings with a hired consultant who specialized in these two instructional strategies. Teachers received training, modeling, and coaching by the consultant. The school principal oversaw instructional implementation between monthly meetings through informal walkthroughs and common planning among members of the implementation team. Teachers implemented the instructional strategies within the classroom with the assistance of the principal and colleague support, and then reported back to the group on implementation during the next professional development meeting. Teachers also examined work samples with the consultant and principal at the next professional development meeting and developed next steps based on teacher feedback for further implementation. A total of four professional development sessions were held.

The intervention focused on increasing teachers' sense of efficacy surrounding professional development in order to improve the academic oral language for L-TELLs and increase academic student talk. There was one initial training session, followed by continued training that took take place over the course of 3 months. The entire intervention was 3 ½ months in duration. The nature of this intervention provided the structure for teachers to implement TPS Charting and the Frayer Model of concept mapping in order to examine the teachers' confidence and perceived ability to improve the academic speaking and listening of L-TELLs after receiving the professional development, while taking into consideration the effect of ELL Shadowing as a catalyst for implementation.

Importance of the Study

This study's findings have the potential to inform actions to enhance teacher confidence and perceived ability to improve academic language development of L-TELLs through the use of two instructional strategies. The goal of this professional development intervention was to reduce the number of students who were considered L-TELLs by helping teachers develop the tools necessary to increase academic language and rigor needed to reclassify L-TELLs as Fluent English Proficient. This study has the potential to provide teachers with insight into utilizing tools necessary to help students become reclassified as English Language Proficient, as well as the possibility of informing strategies and actions to improve the academic language of L-TELLs. This study also informed teacher practice and professional development approaches designed to build awareness of ELs' needs through the use of ELL Shadowing and other student observation strategies. Additionally, this study has the potential to also support or contradict the theories of scaffolding and second language acquisition.

Teachers, administration, district educational services representatives, educational consultants, and professors of pre-service teachers potentially could be interested in the outcome of this study due to the potential ability to positively effect an EL reclassification status. If the results of this study yielded a positive outcome, then the results provide greater insight on effective instructional practices and professional development strategies that might potentially create a sense of urgency. Likewise, if the results yielded a negative outcome, these results also provide insight and perhaps raise additional questions on instructional practice for increasing reclassification status for L-TELLs. According to Flores, Painter, Harlow-Nash, Pachon, and Tomas Rivera (2009),

students who meet reclassification requirements are much more likely to pass the ninth grade, complete high school, pass high school exit exams, or take an AP course. Based on the data, decreasing the number of students entering high school who are considered L-TELLs should decrease the number of high school dropouts for the English learning population and thus support the closing of the achievement gap among ELs and their English proficient counterparts. If this study reveals potential insights in supporting reclassification, then it has the potential to be of substantial significance to all stakeholders working to support the future success of L-TELLs.

Delimitations

This study recognized various delimitations present as a result of only studying a finite population. These delimitations included:

1. The validity of the data was limited to the information collected in the survey.
2. The research focused on L-TELLs of Hispanic origin, thus eliminating the ability to generalize to beginning ELs, as well as learners of other linguistic origins.
3. The school selected was an urban elementary school, thus eliminating the ability to generalize to other school types and grade levels.
4. Only students designated as L-TELLs at Central Elementary School were studied. This population consisted of 31 students.

Limitations

This study was limited by a post-test survey that measured perceived confidence and abilities at a fixed moment in time and may not indicate the teachers' variations in confidence and perceived ability levels. Additional limitations included:

1. Participation in the survey was voluntary, and therefore responses were limited to the willingness and availability of the subjects.
2. Accuracy of responses was limited to self-reported responses by the subjects participating in the study.
3. A professional consultant other than the researcher led the intervention.
4. The study was limited to a survey design.
5. The researcher did not have any influence in attendance, content, design implementation, and evaluation of professional development.
6. The population was limited to one school with a relatively small sample of 16 participants.
7. The district preselected the site.

The researcher used a self-designed survey using questions created to solicit responses from all participants. A professional development team comprised of all teachers, the principal, and a district representative was used to validate the researcher's conclusions. The limitations were mitigated after all data was collected by ensuring well designed questions and data analysis of participant results.

Assumptions

Several assumptions were made that govern the interpretations of the results of the data.

- There was a relationship between high levels of efficacy and actual improvement in effective practice on the part of classroom teachers.
- Teachers who were selected to participate in the professional development intervention participated actively in the intervention.

- Teachers were able to implement the strategies effectively.
- Teachers self-reported accurately and honestly based on current confidence and perceived ability.
- The intervention was implemented with a high level of fidelity.

In spite of these assumptions, the researcher worked with the professional development team to ensure that the survey instrument and testing environment solicited honest participant responses, and that the instrument was reliable and valid. Through the use of a professional development team and a valid survey instrument, the researcher mitigated these assumptions.

Organization of the Study

The first chapter of this study presented an introduction and overview of the study. The second chapter presents a detailed literature review of what is known about the topic, as well as a review of previous studies that relate to this topic. Chapter III discusses the methodology surrounding the study, specifically presenting how the study was conducted and how data were analyzed. Chapter IV includes the results of the study and a through analysis of the results. Chapter V presents a summary of the study as well as suggested areas for further research based on the results.

CHAPTER II: LITERATURE REVIEW

Introduction

ELLs continue to increase in numbers throughout the United States. An EL is defined as a student who is working to acquire English, whose primary language is not English, and who is not proficient in English (California Department of Education, 2012d). According to the National Center for Education Statistics (2010), the number of ELLs who spoke a language other than English in their home almost tripled between 1980 and 2009, from less than 5 million to more than 11 million students. The EL population has increased by over 57% during the last decade, causing an increased focus on students who are nonnative English speakers (Ballantyne, Sanderman, & Levy, 2008). While ELs are able to develop conversational English within 2 years, ELs need approximately 4-9 years to develop the academic language necessary to become English proficient (Collier, 1987, 1989; Cummins, 1981). Due to the lengthy time it takes for an EL to transition to English proficient, it is easy to see how the vast number of ELs in the public school system would be at various places in their reclassification journey. In California, this transitional pathway is divided into five distinct stages: beginning, early intermediate, intermediate, early advanced, and advanced (California Department of Education, 2012a). Due to this lengthy pathway to proficiency, many students stall in the intermediate stage (Soto, 2012b). The EL population includes a substantial population of students considered L-TELLs: students who have tested in the intermediate range for 3 or more years according to their CELDT scores (Olsen, 2010).

According to the California Department of Education (2012b), over 1.46 million ELLs attended a California public school in 2009-10. Of the 1.46 million ELs, 59% of

these students are L-TELLs. Moreover, more than half of the ELs in California are not making adequate progress for redesignation to Fluent English Proficient (Olsen, 2010). While schools work to embed scaffolds that support ELs, such as charting, visual supports, structured talk, and effective questioning, it is critical that these supports provide students with clear expectations and step-by-step guidance to help students gradually increase language development and student performance.

According to the National Literacy Panel (as cited in August & Shanahan, 2006), ELs need opportunities for structured oral language development and embedded vocabulary development. The National Literacy Panel notes that there is a relationship between a student's ability to speak and read, and another correlation between the student's ability listen and write. Krashen (1985) as well as Seliger and Long (1983) argue that learning depends on how one approaches comprehensive input before a learner's internal processing mechanism can be accessed. Therefore, it is critical for students to receive academic instructional scaffolds that target both speaking and listening in order to build oral language development to increase student achievement. While there are multiple strategies to engage and scaffold learning for ELs, these strategies often fail to target structured talk needed to develop academic oral language proficiency. Two strategies that target academic language development include TPS Charting and Frayer Model concept mapping. When combined, these two strategies work to target L-TELL development in syntax, grammar, vocabulary, and register: four components needed to increase student oral language proficiency (Soto, 2012a).

Given that L-TELLs are continuing to not make the adequate progress necessary for reclassification, these students directly affect a school's classification as a Program

Improvement school, which the State of California defines as a school that has not met AYP in all subcategories (socioeconomic status, ethnicity, disability, and ELs) as measured by the annual CST for 2 or more consecutive years (California Department of Education, 2012e). Considering that schools do not want to be considered *Program Improvement* and that L-TELLs are not making progress, educational sites have increased their focus on the growing L-TELL population who are considered to have limited English proficiency. Limited English proficiency is label given to students who have not yet met the state testing requirements to redesignate as English proficient. Due to the limited English proficiency population not making progress according to CST results, there has been an increase of interest in professional development to support this subcategory (Calderon & Minaya-Rowe, 2010). According to the National Literacy Panel (August & Shanahan, 2006), the most successful professional development efforts for teachers of limited English proficiency students include: extended focus (1-3 years) that includes interactive coaching, demonstrations, and hands-on learning (Marzano, 2007). Unfortunately, schools that serve a high population of at-risk ELs often shift professional development focuses before the maturation of professional development efforts due to increased pressures to improve instruction in multiple areas (August & Shanahan, 2006). The National Literacy Panel (as cited in August & Shanahan, 2006) reports that those schools most likely to achieve success for ELs are those which focus their professional development, develop high expectations around teacher beliefs of ELs, and those that value cultural differences.

The researcher for this dissertation used several resources to ensure a comprehensive review of all relevant work surrounding ELs and their academic

development. The researcher used the Pepperdine University library, university search engines, and online databases including: ProQuest, WorldCat, EBSCOhost, and ERIC. The researcher also utilized Google Scholar, as well as several book search engines including the Corwin Education Publishing Company, Amazon, Half.com, and Barnes and Noble. All references from resources cited within this study were also examined to ensure a comprehensive review of the literature.

The extent of this literature spans from the early 1960s when the EL population showed major increases in the United States to current efforts to support EL students. The nature of the review is focused on student achievement, causes of the achievement gap, ELs, L-TELLs, second language acquisition, academic language development, sheltered instruction for ELs, professional development to support ELs, ELL Shadowing, qualities of effective teachers, self-efficacy, and the theoretical, empirical, and historical literature that surrounds this review. The goal of the work was to address the following five research questions:

1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?
2. How did Central Elementary School teachers rate their efficacy of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?
3. How did Central Elementary School teachers rate their efficacy of implementing Think-Pair-Share charting with L-TELLs following participation in a specially designed workshop and follow-up application?

4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLS following participation in a specially designed workshop and follow-up application?
5. What changes, if any, did Central Elementary School teachers observe in the academic language development of their L-TELLS after implementing the Frayer Model and Think-Pair-Share chart in their instructional practices?

This chapter first examines student achievement, and then looks at the reasons for the achievement gap for ELLs and more specifically L-TELLs. The literature review then inspects second language acquisition and the academic language development strategies to support ELs, along with the professional development efforts that are in place for teachers who serve this diverse student population. The review examines two key instructional strategies that may support ELs: The Frayer Model and TPS Charting. The literature review also examines qualities of effective teachers, with a focus on self-efficacy.

Student Achievement

Since the passage of NCLB in 2001 (Public Law 107-110), American public schools have been working to narrow their focus on student achievement. The purpose of NCLB was to improve public education across the United States. Under NCLB, which monitors student achievement, each state is required to set goals to ensure that every student is proficient in math and English by 2014 (Ravitch, 2010). The success of NCLB is determined by each school's ability to meet AYP. Under Title I of NCLB, each state must define the criteria for meeting AYP. Schools must meet AYP for all large student

populations yearly as part of each state's accountability assessment. Through the requirements of NCLB, "schools are now expected not only to offer education, but to ensure learning" (Darling-Hammond, 1996, p. 5). School districts find themselves frantically combing through data, analyzing test scores, and researching the latest innovative instructional strategies as a quick fix to a major problem of not meeting the needs of all learners as the year 2014 rapidly approaches (Calderon & Minaya-Rowe, 2010).

Most recently, on February 17, 2009, President Barack Obama announced a new call for educational reform called *Race to the Top* where states and districts that demonstrate the ability to implement educational reform compete for grants. States that can demonstrate the best plan to accelerate student achievement will be awarded a grant and serve as models for other states to follow. While additional funding suggests the potential to help struggling schools, schools that do not receive Race to the Top funding continue to struggle to meet the needs of their learners. The answer to successful schools as defined by state testing and accountability becomes even more complex for districts that have large numbers of students with differential needs, most notably students of varying ethic, racial, and ability backgrounds. Although disparity between subgroups in not a new concept, the political pressures on districts to perform despite these disparities are at an all time high (Race to the Top, 2009).

Dr. Ronald Ferguson (2008), researcher and educator at Harvard University for over 30 years, notes that closing the achievement gap between Black and Hispanic students and their White and Asian counterparts has been an educational focus since the abolishment of slavery, and while the U.S. has made modest gains in educating students

between the years of 1984-1988 for African Americans and between 1988-1990 for Hispanic populations, as well as academic gains in early childhood and elementary, the discrepancies in student achievement for the Black and Hispanic cultures have all but flat lined since. Through high-stakes testing and accountability, school districts can no longer function in the realm of minimal gains. Districts must analyze efforts thus far in closing the achievement gap, and search out new methods based on past analysis to meet the needs of all learners.

Identification of the achievement gap. Due to the implementation of NCLB, schools have been forced to look at state testing data in terms of minority and subgroups. This exposure of test results has shed light on achievement gaps between racial and ethic student subgroups. Anderson, Medrich, and Fowler (2007) note that there are two different types of gaps: internal and external. Internal gaps refer to gaps within the school's racial and subgroups, and external gaps refer to gaps across schools' racial and ethic subgroups. While identification of gaps between racial and ethnic subgroups is sometimes obvious, answers to why and how to close the gaps are less obvious.

Soto-Hinman and Hetzel (2009) discuss three major gaps that exist within racial and ethic subgroups as compared to their White counterparts: the gap between the student and the text, the gap between the student and the teacher, and the gap between the student and his/her White counterparts. While it is important to identify the specific gap each student faces so that a plan can be developed to meet that specific need, solutions for meeting specific needs vary greatly. Some of the most notable efforts include parent education and involvement, early childhood development, teacher professional development, curriculum alignment, standards-based instruction, classroom instructional

strategies, and differentiation (Baker, Griffin, & Choi, 2007). Schools must analyze data and determine where to focus limited resources in order to keep schools out of Program Improvement: a label received when a school does not meet AYP targets for more than 2 consecutive years. While some of these efforts have shown greater positive results than others, it is necessary for districts to specifically target their individual student populations, specific areas of need, and data-driven strategies to close the achievement gap.

English Language Learners. ELLs are not a homogeneous group. In the California public school system, approximately 1.4 million ELs were enrolled during the 2010-2011 school year. This number represents approximately 23% of the total enrollment in California public schools (California Department of Education, 2012a). ELs represent over 350 different language groups (García, Jensen, & Scribner, 2009) and vary in language, culture, age, customs, demographics, dialect, ability, and experiences. ELs may be at the beginning or end of their English language acquisition passage; however, many others are somewhere in the middle of their journey based on the five stages of transition for California ELs: beginning, early intermediate, intermediate, early advanced, and advanced (California Department of Education, 2012e).

While ELs vary greatly in their nationality, ethnicity, previous formal schooling, family dynamics, prior literacy knowledge, and socio-economic status, they all have one common bond – they are all working to acquire English as a second or additional language. However, an alarming number of ELs never master the English language, despite enrollment in American educational systems for multiple years. As a result, these students are unable to perform at the same level of rigor on state testing as compared to

their peers who are native English speakers (Goldenberg, 2008). Additionally, there are many other factors to consider. Some ELs come to school with prior school experience and a rich literacy background in their native language, while others have experienced major disruptions in their learning (New Levine & McCloskey, 2009; Pransky, 2008). Students who have experienced major disruptions such as high student transiency, family issues, and lack of district streamlined programming need an educational program that understands these needs and can provide that language scaffolding skills necessary for their success (Pransky, 2008). The achievement gap grows even more astounding when considering the ELs who have been enrolled in American schools since kindergarten. These students are often referred to as L-TELLs (Freeman & Freeman, 2002).

Long-Term English Language Learners. L-TELLs are students who have been in the American educational system for over 6 years and who have stalled at the intermediate level, according to the CELDT, for 3 or more years (California Department of Education, 2012f). Of all ELs, 59% of them are considered L-TELLs, 70% of whom were born in the United States (Olsen, 2010). The California Department of Education (2012a) has defined *satisfactory yearly progress* as growth in one level on the CELDT per year of instruction. Furthermore, the results of the CELDT test are comprised of five levels of performance: beginning, early intermediate, intermediate, early advanced, and advanced. Therefore, a student who has moved through the beginning and early intermediate stages and has stalled for 3 years in intermediate is considered an L-TELL.

According the 2010 *Reparable Harm* report published by Californians Together (Olsen, 2010), “In one out of three districts, more than 75% of their ELs are Long Term” (p. 1). With such an increase in disparity for L-TELLs, it is important to note that the

biggest difference between ELs and L-TELLs is that L-TELLs are created by educational systems that have failed to meet their diverse needs. As a result, it is critical that districts and schools clearly understand and implement instructional strategies that provide support for L-TELLs so that these students are able to maintain satisfactory yearly progress and consequently be redesignated to ensure social justice and future success. It is also important to understand the barriers that keep students stuck in the intermediate stage, triggering a long-term status, so that appropriate instructional strategies are targeting the specific areas of need. According to Kinsella (2007), these barriers exist due to the fact that ELs experience gaps in one of the four major areas needed to develop the skills necessary for reclassification: syntax, grammar, vocabulary, and or register.

Second language acquisition. Second language acquisition, or the study of the first language acquired after the native language, is based on multiple forms of communication. According to Schwarzer (2009) "the ultimate goal of learning a language is to be able to communicate and interact with the people who speak it" (p. 27). However, second language acquisition typically focuses on the skills of reading, writing, listening, and speaking within the language being studied (Omaggio Hadley, 2000). According to the National Institute of Child Health and Human Development (2000), in order to build second language acquisition for ELs, students need instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Based on these instructional needs, gaps in learning are often discovered among L-TELL students. A key factor is that although students are typically categorized in language development stages, most do not jump stages, but rather progress linearly from one stage to the next (Ellis, 1994). Through this progression, students often develop strengths in certain areas

while experiencing weaknesses in others. It is critical that educators analyze the unique needs of all ELs and develop instructional strategies that meet the diverse needs of each student through building phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

In order to develop a new language, students need both explicit instruction and opportunities to construct new meaning and make connections to previous learning. One approach is through constructivist-based instruction where students build knowledge and skills (Bruner, 1990). Bruner (1990) has stressed the notion that learning is an active process during which learners construct new ideas or concepts based on their current and prior knowledge. Baviskar, Hartle, and Whitney (2009) describe four essential features of constructivism: eliciting prior knowledge, creating cognitive dissonance, application of new knowledge with feedback, and reflection of learning. Students construct mental frameworks to engage in discussion that supports spoken and written language necessary for developing understanding. Dutro and Levy (2008) note that students who are provided with consistent, explicit, and purposeful language instruction with built-in practice are able to develop a competent command of academic language, which is essential for students to achieve long-term success in school and beyond.

*Academic language development***.** Academic language development is the combination of both content and language development (Goldenberg, 2008). Students need multiple opportunities to practice speaking and listening to academic language in order to increase their fluency therein (Soto, 2012b). Scott and Nagy (1997) noted that upper-elementary grade teachers only spend approximately 6% of their school day engaged in vocabulary development, and of that time, only 1.6% is dedicated to oral

academic speaking and listening language development. Principals and educators are realizing that the traditional methods of teaching English as a second language in isolation is not an effective method of instruction (Alford & Niño, 2011), yet many schools continue to serve these students in isolated classrooms focused solely on English language development, while content area teachers focus solely on content. The need for blended language development and content development becomes even more critical for those students who are considered L-TELLs.

One of the greatest instructional needs for L-TELLs is the development of academic language development. Menken and Kleyn (2009) argue the need for content area classroom teachers, such as those teachers who teach math, science, and social studies, to focus simultaneously on both content and literacy learning. L-TELLs who are stuck in the intermediate range cannot develop the skills necessary to move into early advanced or advanced until they develop the academic language needed within the content classrooms. In order to adequately meet the needs of ELs, teachers must provide a blended approach to language instruction. Ogle and Correa-Kovtun (2010) also point out that while ELs might possess strong conversational English vocabulary skills, the academic vocabulary needed to read and learn from informational textbooks provides challenges for ELs. These students may not have yet developed the academic language skills necessary to navigate dense informational texts that are often structured differently than fictional pieces.

Academic language is defined as the language used in textbooks, classrooms, and tests that is found across all academic disciplines to teach the content of the discipline. It is important to note that academic language is not something that can be taught in

isolation or through sporadic mini-lessons. Rather, academic language requires frequent exposure and practice that is consistently interwoven throughout instruction among all content areas (Fillmore & Snow, 2000). According to Echevarria, Short, and Powers (2006), the goal for educators and ELLs is twofold: to accelerate students' development of academic English and to strengthen their content knowledge. Through this common goal, educators must examine the instructional purpose and gain an understanding of specific ways students acquire academic language development. The three major purposes of academic language are to describe complexity, higher-order thinking, or abstraction (Zwiers, 2007): factors that drastically increase the level of difficulty for an EL who has not been exposed to rigorous and cognitively demanding concepts. Unfortunately, historical implementation of the California English Language Development Standards provided by the California Department of Education has not been rigorous enough to move many students past the intermediate level (Soto, 2012b).

One major distinction between traditional ELs and L-TELLs is that L-TELLs typically are able to function successfully in social situations, but struggle with the tools necessary to function successfully when academic language is required (Olsen, 2010). These students have often received language services to build a functioning vocabulary among peers, yet demonstrate gaps in language acquisition in multiple combinations of reading, writing, speaking, and listening. In order for L-TELLs to transition from ELs to English proficient, student learning needs to encompass academic support in all four areas of learning in reading, writing, listening, and speaking. Too often, public school classrooms focus heavily on reading and writing, where the teacher is often the one doing most of the speaking and the student does most of the listening. When students are not

provided with explicit talking opportunities to engage with the learning, gaps are created, especially for ELs who require a language rich environment in order to learn and thrive. According to Goldenberg (2006), students need multiple opportunities to engage in oral language development. Additionally, Kinsella (2007) notes that a critical component of academic language development is explicit instruction of the register of academic oral language development. Kinsella also notes that in order to meet the needs of academic language development, students need support in vocabulary development, syntax, grammar, and register. When examining the gaps among L-TELLs who are stuck in the intermediate range, there is often a gap between one ore more of these skills that inhibits the student's academic language development and ultimately bars him/her from reclassification. Therefore, it is critical to examine instructional strategies that support the development of vocabulary, syntax, grammar, and register in order to meet these students' academic needs.

Professional development. Teacher preparation continues to be an area of focus as teachers make the leap from teacher preparation programs to the classroom. The inadequacies of teacher preparation programs are well documented, as many fail to adequately prepare teachers to handle the realities of the classroom (Lewis et al., 1999). The inadequacies become even more noticeable in terms of teacher preparation to meet the needs of ELs. For example, Menken and Atunez (2001) note that less than one sixth of pre-service teacher programs address the needs of ELs. Additionally, few states even require mainstream teachers to complete English language development coursework (Editorial Projects in Education, 2009). With the knowledge that teachers need to blend content development and second language development in order to teach academic

language development, it is necessary that teachers receive professional development that is focused on how to meet the diverse needs of these learners. Alford and Niño (2011) suggest a two-step process for beginning professional development efforts in meeting these needs. First, teachers need to be given opportunities to dialogue about the needs and present levels of cognition surrounding their students. Second, teachers need to be given direct opportunities to actively practice new learning.

According to the National Staff Development Council (as cited in Wei, Darling-Hammond, & Adamson, 2012), high quality professional development consists of seven key factors: focused on specific curriculum, a seamless link between assessments and standards, engaging experiences that allow teachers to make sense of the learning, sustainability, formative use of assessment data, supported by coaching, modeling, observation, and feedback, and connectivity to the collaborative work taking pace in the school's professional learning communities. According to Brophy and Good (1984), teacher behavior and student achievement show a relationship when students experience positive interaction and engagement during direct instruction. It is also important to note that while many teachers have experienced a variety of instructional strategies, it is best to streamline instructional strategies in order to develop consistency, routines, and procedures that target the intervention needed to promote learning. Consistency in routines and procedures with clear student and teacher roles help streamline professional development efforts, maximize student engagement, and increase students' second language development (Gersten & Baker, 2000; Goldenberg, 2008). When teachers frequently implement new strategies, students have to readjust constantly. By decreasing a student's need to readjust to the expectations of the class, students are better able to

focus on the cognitive demands of the lesson. Additionally, when the teacher sticks to one or two instructional strategies on a consistent basis, he/she is better able to focus on instructional delivery versus implementation of varying instructional strategies.

Professional development is critical for teachers working to improve instructional practices for diverse learners. Due to the vast diversity of language needs for students, there is no simple solution, but rather an interwoven plan of interventions that meet the needs of students through constructivist approaches to learning for both students and staff. Beamer, Sickle, Harrison, and Temple (2008) describe several factors that are needed in order for change to occur. First, when administration plans for professional development, these leaders need to allow sufficient time for planning, implementation, and development of new learning. Second, teachers need multiple opportunities to collaborate with one another, share successes and frustrations, and problem-solve and find solutions together. Lastly, professional development implementation needs to also include components of diversity and multi-cultural training where teachers gain awareness on how to deliver an equitable and culturally sensitive education. Furthermore, through the blending of these three factors, professional development strategies are enhanced, providing teachers with the skills necessary to foster active learning and critical-thinking skills (Bolliger, 2004).

Furthermore, in order for teachers to improve academic language through instructional practices for ELs, both content area teachers and English as a Second Language teachers need multiple opportunities to establish and engage in a collaborative environment (August & Hakuta, 1997; Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003, Varghese & Jenkins, 2005). Through a collaborative model, teachers share

knowledge and problem-solve on how to best meet the needs of ELs both linguistically and through academic rigor (Desimone, 2009). Additionally, in order to maximize effectiveness, the collaborative model must extend beyond content and English as a Second Language teachers, to include administration and instructional leaders (Nordmeyer, 2008). Through the collaborative efforts of all stakeholders responsible for instructional delivery, student learning and teacher outcomes are enhanced. By working with a collaborative body of educational leaders, schools can then use this change agent group to foster shared responsibility among teacher leaders to engage all staff in the professional development efforts that build capacity and foster student learning (Varghese & Jenkins, 2005). Therefore, it is necessary for professional development to enlist the efforts of all stakeholders in order to ground the work and facilitate change.

As professional development facilitators and instructional leaders continue to analyze student achievement and the achievement gaps that exist for ELs, it is critical to investigate the professional development efforts taking place in order to meet not only the needs of ELs, but also the needs of educators who are hired to educate this diverse group of students. Specifically, L-TELLs needs multiple opportunities to engage in oral and academic listening and speaking, while teachers need multiple opportunities to engage in professional development efforts that are streamlined and specific to the needs of the diverse population they serve. While teachers work to equip these students with the academic language necessary to meet the high level of second language acquisition skills needed in order to be reclassified as English proficient students, teachers themselves must also develop the skills necessary to diagnose and respond to their students. Given that L-TELLs need intense development in the specific areas of vocabulary, syntax, grammar,

and register (Kinsella, 2007) in order to develop language acquisition proficiency, instructional leaders need to analyze specific targeted instructional strategies that are streamlined in order to support literacy development.

ELL Shadowing as a Catalyst for Professional Development Implementation. ELL Shadowing is a technique that can be used at the beginning of professional development implementation to foster a sense of awareness and urgency to leverage academic language development work for L-TELLs in order to streamline professional development practices. In ELL Shadowing, participants are assigned an EL, analyze the data of that learner, and shadow that learner for approximately 2 hours, making notations using the ELL Shadowing Protocol Form (see Appendix C). The participants track the academic listening and speaking of their students every 5 minutes, and then come back together to report on their observation. The process allows the participants to see firsthand the systematic instructional techniques taking place in the classroom, as well as providing an opportunity to reflect on the observation and strategically design a professional development plan based on their reflections. Teachers' sense of urgency comes from the observation of the ELs whose needs not being addressed systematically. Once teachers are able to firsthand observe the gaps that exist in meeting the needs of their own ELs, they can better focus on the specific sheltered instructional strategies that must be embedded in daily instruction in order to support the linguistic needs of these learners (Soto, 2012a).

Sheltered Instruction for English Learners

According to the California Department of Education (2012c), ELs require both English Language Development support and Specifically Designed Academic Instruction

in English (SDAIE). SDAIE is a set of classroom instructional strategies that helps students access content area curriculum and decode the English language while also learning academic content. SDAIE may consist of building background knowledge, vocabulary previews, visual charts, illustrations, tangible objects that relate to learning, graphic organizers, hands-on instruction, and or repetition (Jimenez, 1992). SDAIE strategies are designed so that the teacher often works as facilitator, while students are provided with multiple opportunities to construct their own meaning (Sobul, 1995). Kinsella (2007) notes that ELs need specific support in vocabulary development, syntax, grammar, and register. Speck and Knipe (2005) note that some strategies are more effective than others, and that the best way to support teachers is through a laser-like focus on professional development through selected instructional strategies that maximize student achievement. Therefore, for the purposes of this study, the researcher narrowed the focus to two instructional strategies that, when implemented in tandem, are designed to support improvement in syntax, vocabulary development, grammar, and register. The two instructional strategies are the Frayer Model of concept mapping and TPS Charting.

The Frayer Model. The first strategy that targets academic language development is the Frayer Model of concept mapping, which was first introduced by Frayer et al. (1969). The Frayer Model concept mapping is a technique and graphic organizer where students study examples, non-examples, visuals, and the definition of key vocabulary (see Appendix B). Seliger and Long (1983) support this work by suggesting that in order for students to learn, they need familiar structures and vocabulary and the use of modifications of these scaffolds in conversation. Goldenberg and Coleman

(2010), Hill and Flynn (2006), Soto-Hinman and Hetzel (2009), and Sousa (2011) also note the importance of explicit vocabulary instruction when learning new linguistic material. While exposing the learner to new linguistic material with blended familiar instruction, a bridge is developed that allows students to understand the concepts being taught. Supporting teachers in implementation of these strategies through professional development is critical for improving quality instruction and targeting students who are not making progress.

According to the National Reading Panel (2000), while most vocabulary is taught indirectly, there is also a need to teach explicit vocabulary, especially when teaching academic content language. Students acquire language in multiple ways, yet not all vocabulary can be obtained through daily interactions or contextual reading (Blachowicz & Lee, 1991). Therefore, it is necessary to explicitly teach words to students. Beers (2003) notes that classrooms where students are asked to look up definitions, copy the definition, and then use the word in a sentence produce less effective results than those in which students use a graphic organizer as a tool for learning new vocabulary. Additionally, Feldman and Kinsella (2005) note that vocabulary experts recommend direct instruction of important target words, teaching independent word strategies, and fostering "word consciousness" (p. 4). Students need opportunities to analyze key words through explicit instruction that goes beyond looking up definitions in a dictionary to help them make multiple and meaningful connections.

According to Beers (2003), "Graphic organizers help dependent readers organize information and see relationships that they otherwise might not see" (p. 194). Rekrut (1996) and Stahl and Fairbanks (1986) note that direct instruction and the meta-analysis

of vocabulary provide learners with contextual opportunities to learn new vocabulary. Through structured and explicit graphic organizers, students are able to make meaning of new vocabulary that promotes understanding and retention. Additionally, Marzano (2007) notes the importance of giving students tasks that require them to examine similarities and differences and make connections between known words and new learning, which is a trait of the Frayer Model of concept mapping.

Design and purpose of the Frayer Model instructional strategy. The Frayer Model is a type of graphic organizer designed to support explicit academic vocabulary instruction (Frayer et al., 1969), which is designed by placing the targeted word in the center of an organizer (see Appendix A). The bottom left box provides a space to record *examples* and the bottom right box provides a space to record *non-examples*. The top right box provides a space to record *characteristics* and the top left box is a space to synthesize the three boxes in order to develop a *definition*. Through this strategy, students are able to connect new learning with previous learning so that the vocabulary development is constructed based on the understanding of the targeted word. When students are able to connect previous learning with new learning, vocabulary development increases (Bromley, 2007). Additionally, Herrera, Murry, and Morales Cabral (2007) note the importance of a constructivist approach to learning, which involves helping students make deep connections between their existing knowledge and the new learning: a key function of the Frayer Model of concept mapping.

The Fryer Model is an instructional strategy that supports vocabulary, phonemic awareness, phonics, and text comprehension: key areas in which ELs need specific and scaffolded instruction,. LaFlamme (1997) notes that increased vocabulary is the single

more important factor when examining text comprehension. Therefore, it is critical to focus on vocabulary as a means for improving comprehension.

Frayer Model empirical research. There are two major studies on the effects of Frayer Model concept mapping. Charles Peters (1974) led one of the first studies of this model. Peters conducted a study where 360 ninth grade students from two different suburban high schools in Pontiac, Michigan, used of the Frayer Model to provide support in understanding difficult concepts. Specifically, the study examined the students' ability to attain social studies concepts using the Frayer Model as compared with a traditional textbook approach of reading the definition. The study revealed a significant difference between the two approaches. Students who were subjected to the Frayer Model approach performed significantly better ($p < .0001$) in understanding concepts when compared to the students using the textbook approach. The study examined both good and poor readers as defined by the Gates MacGinitie Reading Test.

The second study of Frayer Model concept mapping was led by Eula Monrow and Michelle Pendergrass. Monroe and Pendergrass (1997) conducted a study involving 58 fourth grade students in a primarily Caucasian elementary class located in the western United States. The study examined a combination of the Frayer Model and the Concept of Definition, which is another graphic organizer that looks at examples, attributes, category, and comparisons. The study divided the subjects into two groups. The first group received instruction with the Frayer Model and Concept of Definition for learning vocabulary, whereas the second group used the definition-only method for learning vocabulary, which consists of looking up definitions in a dictionary. The study focused on a 10-day measurement unit for improving mathematical vocabulary and was assessed

using journal writing. The results of the study revealed a statistically significant ($p <$ .041) finding that students who received instruction using the Frayer Model and Concept of Definition demonstrated a higher usage of mathematical concepts. The findings for this study indicated that the Frayer Model and Concept of Definition mapping may be effective in improving mathematical vocabulary for fourth grade student writing.

Think-Pair-Share Charting. The second strategy used in this study is TPS Charting, which was first introduced by Frank Lyman (1987). TPS Charting works to explicitly teach student academic oral language; students think about a question and provide a written answer, discuss the answer with a partner, record their partner's answer after listening, and select an answer that will be shared with the whole group (see Appendix A). Unlike partner talk used in many classrooms, this strategy explicitly walks the learner through the thinking process, allows time for students to process, and exercises students' ability to read, write, listen, and speak (Soto, 2012b). Krashen and Terrell (1983) support this concept through claims that acquisition can only occur when messages are presented in a student's target language. Since the TPS chart is a graphic organizer where the teacher uses a graphic organizer for students to record their own answers, the chart can be adapted for both English and or the students' native language to support the target language. Additionally, Widdowson (1978) first introduced the concept of using authentic text to support learners. Since then, there has been a noteworthy effort to engage students in authentic reading, writing, speaking, and listening; yet these efforts often go unstructured, and thus the gap persists in L-TELL students engaging in academic oral language (Olsen, 2010). Since L-TELL students do not tend to engage in authentic academic language throughout the school day (Olsen,

2010), TPS Charting is another strategy designed to meet the needs of these struggling learners' oral language development.

In addition to vocabulary development, L-TELLs need multiple and structured opportunities to practice academic language development. McGraner and Saenz (2009) note that teachers of ELs in transition need structured and facilitated opportunities to speak and hear academic vocabulary. The National Literacy Panel (as cited in August & Shanahan, 2006) suggests that oral language development is the foundation for literacy. It is also noted that providing ELs with the opportunity to practice oral language development with their peers supports students both socially and linguistically (Coelho, 1994; Long & Porter, 1985; Saenz, Fuchs, & Fuchs, 2005). L-TELLs need scaffolded instructional strategies that support the development of active listening, speaking, reading, and writing in order to close the gaps among these students. Additionally, learning is enhanced when students are provided with multiple opportunities to discuss new learning and connect with student knowledge (Pressley, 1992). When students are provided with cooperative instructional strategies that require student participation, these learning structures increase student engagement and promote active learning (Gould, 2005). However, opportunities for oral language practice and interactive activities must be explicitly structured. When adolescent ELs are given opportunities to interact without explicit roles and accountability, conversation often moves from providing conceptually competent academic rich responses to friendly conversations (Saunders & Goldenberg, 2010). It is critical to select explicit scaffolds that elicit the rigor necessary to create student thinking that also incorporates high levels of accountability to support adolescent ELs.

Design and purpose of the Think-Pair-Share instructional strategy. TPS Charting is a type of graphic organizer designed to support explicit academic oral language development, with a focus specifically on the domains of speaking and listening; domains that are oftentimes underdeveloped (Soto, 2012a). The organizer is designed by providing an essential question and allowing the student a few minutes to answer the question independently in writing (see Appendix B). Students are then asked to turn and talk to a peer and share each person's individual answer. Each partner practices active listening while the other partner shares his/her answer. Each student then records the partner's answer in the second column of the graphic organizer. The partners then discuss each other's answers. The partners must decide if they will use one of the answers provided, if they will synthesize their two answers as their final answer, or if they will develop a new answer after discussing the essential question provided. The partners then record their final answer in column three of the graphic organizer. Either member of the partner group may share the final answer aloud with the whole group. According to Soto (2012a), "students are more comfortable presenting ideas to a group, especially when they have the support of a partner" (p. 99). TPS Charting requires students to be active learners and provides students the opportunity to develop the skills to improve reading, writing, listening, and speaking (Bonwell & Eison, 1991). As students develop a greater comfort using academic oral language, they develop the support needed to practice new vocabulary, make connections between previous and new learning, and develop academic oral literacy skills needed to improve language proficiency. In order to increase academic vocabulary, students need regular opportunities to practice and internalize new concepts (Echevarria, Vogt, & Short, 2004;

Marzano, 2004; Shanahan & Beck, 2006). Additionally, learning increases when students are given opportunities to ask and answer questions that promote metacognitive thinking and ownership of their learning (Almasi, 2008, Gunthrie & Davis, 2003, Ogle, 1986). Based on this research, it is necessary for teachers to use instructional strategies that provide opportunities for students to discuss the academic learning through academic listening and academic speaking that promote metacognition and ownership.

ELs need specific and scaffolded instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension; the instructional strategy of TPS Charting supports fluency, vocabulary, and text comprehension. Pimm (1987) notes that TPS Charting provides the structures necessary for students to process, organize, and retain ideas. Baumeister (1992) asserts that TPS Charting provides students with the tools to develop conceptual understanding, the ability to sort information and draw conclusions, as well as the ability for form and support opinions while considering the view point of others. Additionally, this type of learning promotes cooperation and fosters positive peer interdependence so that students learn to work together to construct knowledge (Johnson, Johnson, & Smith, 1991).

Think-Pair-Share charting empirical research. There are a few studies of TPS Charting, but the focus of most of these is limited to examinations of increasing general education student participation, which is not closely related to this study. There is only one major study related to TPS Charting that examines the instructional strategy from the lens of supporting academic language development for ELs. Baumeister (1992) conducted a study of 107 third grade students in 12 classrooms within the same district of a suburban, mid-Atlantic public school system. The study compared TPS Charting, wait-

time, and routine instruction. Routine instruction consisted of primarily teacher talk with little opportunity for students to engage in dialogue. Wait-time instruction consists of thinking and sharing with the elimination of pairing where students discuss their answers with a partner before sharing with the group. The study sought to analyze thinking, pairing, and sharing, and their impact on students' oral language, reading comprehension, and attitudes through the instructional delivery of four reading lessons. Videotaped lessons and Morrow's Story Retelling Analysis to measure student responses were also used as research tools. The study found that TPS Charting increased students' holistic comprehension and participation, and improved the quality of student responses.

When examining sheltered instruction that teachers will implement in order to meet the needs of L-TELLs, the Frayer Model of concept mapping and TPS Charting provide sheltered instructional scaffolds such as graphic organizers, repetition, and building background knowledge that fosters student learning (Jimenez, 1992) while supporting the development of all four areas needed to increase academic language proficiency: vocabulary, syntax, grammar, and register (Kinsella, 2007). The Frayer Model of concept mapping supports the development of vocabulary and grammar, while TPS Charting supports the development of syntax and register. Through the use of these two tools, educators can narrow the focus of their professional development efforts so that there is consistency and routine for both students and teachers, which is critical in producing effective outcomes for student and teacher performance (Gersten & Baker, 2000; Goldenberg, 2008). Additionally, several studies (Baumeister, 1992; Beers, 2003; Monroe & Pendergrass, 1997; Peters, 1974), have examined at least one aspect of using graphic organizers, the Frayer Model or TPS Charting, and the result of all four of these

studies support the notion that the combination of the Frayer Model and TPS Charting might yield positive results when used to increase ELs' academic listening and academic speaking language acquisition skills. The last component necessary to investigate is the qualities of effective teachers who are given the professional development tools needed to improve professional practice.

Qualities of Effective Teachers

According to Stronge (2007), effective teachers possess several defining qualities that can be quantified. Effective teachers demonstrate high levels of caring, fairness, and respect towards students; promote enthusiasm and excitement for learning; possess a high level of teacher self-efficacy; allow students to see them as a person; and consistently reflect on their professional practice. Additionally, Whitaker (2004) notes 14 character traits of great teachers, which can be summarized as: focusing on building relationships, teacher self-efficacy, creating positive environments, purpose driven decision-making, the ability to reflect, and positive thinking. For the purposes of this study, the research focused on one aspect of effective teacher practices: self-efficacy.

Self-efficacy. Self-efficacy is a person's belief in his/her ability to succeed in a specific situation. Self-efficacy impacts almost every aspect of people's lives and whether individuals ultimately view day-to-day situations through an optimistic or pessimistic lens (Bandura, 1986). Self-efficacy is the fundamental reason teachers either progress or do not progress through the stages of change (Moersch, 1995). Bandura (1997) suggests that people possess a need to control their environment. Based on this need for control, people will only take actions on what they can actually control. If teachers do not feel that they can influence a situation, then they will avoid that situation.

This avoidance is a result of one's belief that one's actions cannot produce the desired result (Bandura, Barbaranelli, Capara, & Pastorelli, 1996). Guskey and Passaro (1994) define self-efficacy as a teacher's belief that he/she can influence how well a student will learn. When examining change or innovation, those who possess low levels of self-efficacy are unable to pursue their desired outcomes, while those with high levels of self-efficacy are more able to pursue the change or desired innovation (Moersch, 1995). Teacher self-efficacy is a critical component of professional development due to the fact that the teacher's own belief in his/her ability to plan, organize, and execute the professional development plan is required to attain the educational goals necessary for student success (Skaalvik & Skaalvik, 2007). Tschannen-Moran, Hoy, and Hoy (1998) note that if a teacher possesses a strong sense of self-efficacy, his/her performance will yield a greater effort and ultimately better teaching practices. Moreover, if a teacher possesses a weak sense of self-efficacy, his/her performance will yield less effort, and ultimately reduced teacher outcomes. If the teacher were lacking self-efficacy in implementation of the adopted professional development, than he/she would lack the personal beliefs necessary to successfully implement the plan.

Teacher confidence. Two factors need to be examined when assessing teacher efficacy: teacher confidence and perceived ability. The first factor is the individual teacher's confidence to control student learning. Tschannen-Moran et al. (1998) note that when determining a teacher's self-efficacy, one must measure a teacher's personal teaching efficacy, which is a reflection of the teacher's "confidence that [he/she has] adequate training or experience to develop strategies for overcoming obstacles to student learning" (p. 223). The measurement of teacher confidence is limited to the individual

teacher's belief and cannot be generalized to other teachers when determining teacher efficacy. The teacher's confidence to implement a strategy or bring about improvement is a strong predictor of student performance (Berman, McLaughlin, Bass, Pauly, & Zelman, 1977). When teachers possess the confidence to execute a desired instructional strategy, they are more willing to try new things and persevere until they succeed, causing positive or negative beliefs to predict student levels of performance (Ashton & Web, 1986). As a result, it is necessary to select, retain, and foster professional development that promotes high levels of teacher confidence and self-efficacy.

Perceived ability. The second factor that needs to be examined when assessing teacher efficacy is the perceived ability to control student learning. In conjunction with teacher confidence, one must also discern the teacher's perceptions of individual ability to effect change. Tschannen-Moran et al. (1998) note that one must also examine general teaching efficacy, which is a teacher's perceptions about his/her ability to impact and influence student learning as compared to external factors that are believed to inhibit student learning. Tschannen-Moran et al. also note that a teacher's perceived ability is the combination of his/her own task analysis of the teaching requirement combined with his/her assessment of his/her own personal teaching skill or competence.

When examining teacher confidence and perceived ability in terms of professional development, Guskey (1986, 1989) notes that change is difficult for teachers, and in order for teachers to raise their levels of confidence when learning a new instructional strategy, it is critical to receive encouragement, support, and feedback. A teacher's self-efficacy is often stabilized and will not increase until there is evidence that the new instructional strategy positively impacts student learning (Tschannen-Moran et al., 1998). Therefore,

it is imperative that professional development focused particularly on instructional strategies be approached with precision in delivery and expectations so that teachers are supported throughout the process in order to increase both the teacher's confidence and perceived ability.

In summary, effective teachers possess many skills and virtues, with self-efficacy being a major factor when considering beliefs regarding student achievement, one's personal ability in closing the achievement gap, and personal skills necessary to bring about change. Professional development efforts must take into consideration the teacher's attitude and how that attitude reflects his/her belief that he/she can improve student achievement. Additionally, professional development must also take into consideration the teacher's belief regarding whether he/she possesses the skills necessary to bring about improvement to student achievement. When professional development efforts examine both attitude and perceived ability, facilitators are better able to streamline professional development efforts that work to increase a sense of self-efficacy involving both attitudes and perceived ability to bring about necessary improvements to instructional pedagogy that supports student achievement. In order to increase self-efficacy, it is also critical to examine the frameworks that support both teachers and students in second language acquisition so that the work is grounded in theory.

Theoretical Considerations

This study encompasses two theoretical frameworks in the field of language acquisition: the scaffolding theory by Bruner (Wood et al., 1976) and Krashen's (1981) theory of second language acquisition.

Scaffolding theory. The scaffolding theory was first developed by Jerome Bruner in 1976 (Wood et al., 1976), and addresses the need for learners to have information broken down into attainable steps using a scaffold that will eventually be taken away as the learner increases his/her competency. Bruner (1983) describes scaffolding as organizing the entry of learning for students so that they are successful, and then gradually taking away the supports as the learner becomes skillful enough to manage the learning. This theory is further supported by Gibbons (2002) and Vygotsky and Cole (1978), who believe that in order for learning to take place, students must be working in their zone of proximal development where scaffolds are needed initially and may later be taken away as learners develop greater understanding.

The scaffolding theory focuses on providing a bridge between what students know and are able to identify, and the supports that are necessary to help students meet the teacher's expectations independently. The idea of scaffolding is that supports enable a student to learn at a slightly higher level than they would normally be capable achieving (Benson, 1997). Scaffolds include coaching, think alouds, cooperative learning, verbal and visual processing, graphic organizers, and teacher modeling. By using both the Frayer Model concept mapping and the TPS Charting, teachers are using scaffolds to meet the learning needs of the students while providing supports to increase student success. Zhao and Orey (1999) note that through the use of scaffolding, teachers are able to help the learner manage instructional tasks with support while still allowing active participation in the learning. This process provides a gradual release of responsibility through which students are eventually are able to work independently without the supports of the teacher and or scaffold.

The Frayer Model and TPS professional development series provides both scaffolds for the teachers when implementing the new instructional strategy and also works as an instructional scaffold for students. Students may use the TPS chart as a tool to organize their own thoughts and bring awareness to their own metacognition, and as a tool for listening and speaking to a partner using the academic language necessary to improve academic language development. In addition, students may also use the Frayer Model of concept mapping to explicitly make connections between similarities and differences, as well as making connections with visuals or graphics around the vocabulary word before framing their own definition. As student understanding increases, new connections to the Frayer Model can be added to further enhance learning. Both instructional strategies may be used as scaffolds to support student development, and will eventually no longer be necessary once students demonstrate competency as well as the ability to make connections to text, self, and previous learning without the use of the scaffold.

Krashen's theory of second language acquisition. Krashen's (1981) theory of second language acquisition suggests that students develop language in two distinct ways: through learning and acquisition. The learning component consists of the routine rules and procedures that govern a language, whereas the acquisition component consists of the subconscious process of language interaction that is acquired through daily interactions (Krashen, 1981). Acquisition is most important when obtaining a new language, and, only after students have had opportunities to acquire language can they then focus on the rules that govern language. Based on Krashen's (1981, 1985) beliefs, language only will make sense once students develop control of the language in its oral

form, and thus foster sense making in the learning process. This study examined instructional tools that provide teachers with two instructional strategies that may support learning and acquisition of a new language, thus potentially further informing the theory of second language acquisition.

In this study, the researcher examined blending content area language development with second language acquisition development to support Krashen's (1983) theory of second language acquisition using the two instructional strategies to support Bruner's (Wood et al., 1976) scaffolding theory. All teacher representatives were selected across grade levels and contents to provide consistency and sampling of all grade levels. The professional development team worked to bridge learning of the English language with acquisition of the English language using the Frayer Model of concept mapping and TPS Charting as scaffolds. These scaffolds were implemented with fidelity and then gradually taken away as students developed the skills necessary to make word, text, and personal connections to the learning that support vocabulary development.

Both Bruner's (Wood et al., 1976) theory of scaffolding and Krashen's (1981) theory of second language acquisition were used to support this study. Bruner's theory of scaffolding not only took into consideration the scaffolding of student learning, but also the professional development implementation for teachers, so that both teachers and students were given the supports necessary to gradually increase practice. Additionally, Krashen's theory of second language acquisition also supported Bruner's theory of scaffolding for both teachers and students by providing both parties opportunities to learn and engage with one another in a structured setting that supported both learning and acquisition. Both theories extend beyond second language acquisition and were taken

under consideration when implementing professional development and planning. In doing so, both professional development and instructional delivery for students were streamlined to support clear expectations and outcomes for both teachers and students.

Summary

Student achievement continues to become more and more critical as high-stakes testing expands, government mandates remain at the forefront of education, and the diversity of the student population grows. Educators must examine the second language academic literacy skills needed in order to improve student achievement for their diverse student population. Students need opportunities to engage in academic listening and speaking that supports grammar, syntax, register, and vocabulary development (Kinsella, 2007). The Frayer Model of concept mapping and the Think-Pair Share chart are two strategies that may work to meet these four basic needs. However, it is also necessary to examine professional development efforts when equipping teachers with these skills, as well as teacher self-efficacy beliefs around teacher confidence and perceived ability. In doing so, all stakeholders must take into consideration the scaffolds necessary to support teachers and students, as well as the needs of teachers and students around both explicit learning and acquiring acquired learning. When professional development is designed to support learning, acquisition, and increased self-efficacy through the use of scaffolds, teachers can then implement the strategies necessary to support literacy development in a streamlined effort in closing the achievement gap and increasing student achievement. Some of the major findings from this literature review include the fact that ELs need multiple opportunities for structured oral language development (Alford & Niño, 2011; August & Shanahan, 2006; Kinsella, 2007; McGraner & Saenz, 2009; Scott & Nagy,

1997; Soto, 2012a). The research also shows that ELs need multiple opportunities for frequent exposure to the learning with embedded scaffolds to support that learning (Dutro & Levy, 2008; Echevarria et al., 2004; Fillmore & Snow, 2000; Goldenberg, 2008; Kinsella, 2007; Pransky, 2008; Soto, 2012a). The research supports two major instructional strategies that may support increased student academic listening and speaking. The first instructional strategy is the Frayer Model, which is shown to be an effective tool to support language development (Beers, 2003; Frayer et al., 1969; Monroe & Pedergrass, 1997; Peters, 1974). Baumeister (1992), Bonwell and Eison (1991), Lyman (1987b), and Pimm (1987) also agree that TPS Charting is also an effective tool to support academic language development. While these two strategies have not been researched in conjunction, the research supports the notion that these two strategies are effective in isolation and perhaps may be effective in conjunction.

The research also suggests that in order to create successful outcomes for teacher staff development, participants need time to collaborate, problem-solve, and incorporate new learning (August & Hakuta, 1997; August & Shanahan, 2006; Calderon & Minaya-Rowe, 2010; Echevarria et al., 2004; Gandara et al., 2003; Marzano, 2007; Shanahan & Beck, 2006; Varghese & Jenkins, 2005). Based on the findings, it is evident that schools need to implement quality professional development that provides scaffolds that support academic oral language development. The Frayer Model and the TPS Charting strategy may support oral language development and provide scaffolds that are needed to support successful EL student outcomes.

CHAPTER III: METHODOLOGY AND PROCEDURES

Purpose

The purpose of this descriptive survey study was to: (a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELLs' academic language abilities and needs, (b) assess Central Elementary School teacher-perceived proficiency in implementing Frayer Model and TPS Charting instructional strategies with L-TELLs post specially designed professional development, (c) assess Central Elementary School teachers' overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and (d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of the Frayer Model and TPS Charting strategy implementation.

This study was quantitative in nature. A descriptive survey design was used that included semi-structured questions requiring two descriptive responses. The survey focused on examining the degree of teachers' confidence and perceived ability to implement and improve the academic speaking and academic listening of L-TELLs after ELL Shadowing and professional development regarding TPS and the Frayer Model of concept mapping.

Research Questions

Five research questions guided this study:

1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?

2. How did Central Elementary School teachers rate their efficacy as a result of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?
3. How did Central Elementary School teachers rate their efficacy as a result of implementing Think-Pair-Share charting with L-TELLs following participation in a specially designed workshop and follow-up application?
4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLS following participation in a specially designed workshop and follow-up application?
5. What changes, if any, did Central Elementary School teachers observe in the academic language development of their L-TELLS after implementing the Frayer Model and Think-Pair-Share chart in their instructional practices?

Research Design and Rationale

This quantitative, descriptive survey design study used a survey designed by the researcher to examine the confidence and perceived ability of 16 classroom teachers selected by the principal to undergo a series of professional development training sessions at Central Elementary School, an urban elementary school in Southern California, after participating in ELL Shadowing and a 3-month specifically designed professional development workshop series and follow-up application related to TPS Charting and the Frayer Model of concept mapping. The professional development series began on October 17, 2012 and concluded on January 29, 2013. This study examined the confidence and perceived ability of teachers after ELL Shadowing and professional

development that was focused on two instructional strategies: TPS Charting and the Frayer Model of concept mapping. Teachers were given an original survey designed by the researcher at the end of the professional development, which occurred over a three-month period.

The purpose of this quantitative study was to understand the confidence and perceptions of teachers' ability to serve the L-TELL population at a specific moment in time. This study utilized three major approaches to the design; it was quantitative in nature, non-experimental, and semi-structured. Quantitative research is defined as a systematic investigation of a social phenomenon using statistical, mathematical, or computational techniques (Creswell, 2003). Using a quantitative method, the researcher was able to analyze the phenomenon of ELL shadowing and professional development efforts to see if teachers' self-efficacy changes based on the results of the quantitative research tool. The study also used a non-experimental approach, which is defined by Krathwohl (1998) as research design where participants are specifically selected without the use of a control group. Due to the fact that the intervention happened only at one location at a precise moment in time, the study was unable to include a control group or random assignment of participants, thus necessitating a non-experimental design. Lastly, the study utilized a semi-structured survey in order to collect and analyze results. A semi-structured survey according to Gall, Gall, & Borg (2007) uses a series of structured questions and then includes deeper open-ended questions to obtain additional information. In this particular survey design, the researcher used 13 structured questions and two open-ended questions, making the survey semi-structured in design. The survey

was administered at the conclusion of the professional development sessions that included ELL Shadowing.

Setting: Central Elementary School

Central Elementary School is a large elementary school within the Central Unified School District that serves approximately 407 students in grades 1-6. Central Elementary School serves a diverse population of students comprised of 93.9% Hispanic, 0.7% White, 2.5% Filipino, 1.2% African American, 0.2% American Indian, 0.5% Multiple Races, and 0.2% Asian; 45.9% of the students at Central are considered ELs. Additionally, Central Elementary School serves a substantial special education population of 16.7%. A significant population, 92.5%, of Central Elementary School students qualifies for free or reduced lunch, and thus the school receives Title 1 funding (Educational Results Partnership, 2012). Title 1 is federal funding that is granted to schools that are comprised of a large socioeconomically disadvantaged population (California Department of Education, 2012f).

Central Elementary School is located in a densely populated urban community that extends approximately 9.71 square miles. The population of Central's urban community reached 105,549 residents in the 2010 Census, with 70.1% of residents reporting themselves as persons of Hispanic or Latino origin. Additionally, 66.7% of residents reported speaking a language other than English at home. The urban community maintains strong Hispanic roots, as is evident in the community's restaurants, advertisements in Spanish, local Hispanic churches, and retail stores (U.S. Census Bureau, 2013).

The Central Unified School District entered Program Improvement status for the 2007-2008 school year, based on its not meeting AYP established under the qualifications of NCLB. Central Unified is currently in its fifth year of Program Improvement and is required to implement a revised school plan. Part of that plan led to the review and implementation of the District English Language Development Plan (DELDP). One strategy that the district implemented in order to attempt to exit Program Improvement was to hire a consultant to work with Central Elementary School to increase the performance rates of the EL population. In an effort to address the needs of ELLs, the consultant was contracted 20 hours where each of the 16 participants received 11 hours of professional development instruction. The contract did not include any follow-up work with teachers involved between sessions. The consultant worked with the district to design a professional development plan for Central Elementary School that began with ELL Shadowing as a catalyst for implementing two instructional strategies: TPS Charting and the Frayer Model of concept mapping. The consultant worked with the administration and instructional coaches at the school through a district initiative to support ELs; however, teachers had not received formal training in these two instructional strategies at this site.

Population, Sampling, and Participants

Participants in this study included all certificated grade level teachers who worked at Central Elementary School. Based on the number of fully credentialed teachers employed at Central Elementary School who were selected, there were 16 anticipated participants. All participant teachers were deemed *highly qualified* under NCLB, which means that all participants had a clear credential and a bachelor's degree, and

demonstrated expertise in their field (California Department of Education, 2012b). Due to the nature of release time and limited substitute availability, only 4 days of professional development were allotted for the pre-study professional development.

Human Subjects Considerations

This research consisted of a survey that was distributed after an independent consultant's 3-month project at an elementary school in Southern California. Via the survey, the researcher investigated teachers' confidence and perceived ability after ELL Shadowing and professional development regarding TPS Charting and the Frayer Model of concept mapping from October 17, 2012 to January 29, 2013. While an independent consultant was hired by the district to conduct a series of professional development meetings with the staff, the researcher for this study only made contact with participants and conducted actual research at the conclusion of this professional development. The researcher participated in Pepperdine University's Graduate School of Education and Psychology Investigator Training. Additionally, Institutional Review Board approval was sought and granted prior to any data collection. This research project did not involve investigators from other institutions and was not submitted to any other review board. It was not funded or cosponsored by an organization or institution other than Pepperdine University. The number of subjects was 16 college degreed participants who were practicing credentialed teachers and consenting adults. The setting was Central Elementary School, located in an urban city in Southern California. All participants were given the opportunity to participate voluntarily in the study. The researcher visited the school on March 6, 2013 to distribute consent forms and to answer any questions the

participants might have. Participants were asked to take the survey online within a 1-week window.

No use of drugs, medical devices, or procedures were involved in this study. This study did not fall under the HIPPAA. Potential risks were limited to anxiety due to taking a survey and some participants being sensitive to certain questions. All participation remained voluntary; participants were free to opt out of answering any and all questions during the administration of the survey. The potential benefits to the subjects included access to the latest research supporting the professional developments scheduled by the district for implementation as well as quantifiable data to analyze the progress of their professional development work.

The potential for contribution to society included new researched methods of increasing professional development outcomes and potentially improved methods of professional development delivery that met the academic language needs of ELs. This study also has the potential to add to the current research on strategies that support ELs as well as provide empirical research on the use of the Frayer Model and TPS Charting and their combined effects for L-TELLs. Additionally, there also exists no empirical research on ELL Shadowing and its effects on building awareness and program monitoring. Thus, the information gathered might help educators involved with professional development planning understand potential methods for building momentum through the use of Shadowing during implementation of new professional development strategies.

Permission from the Central Unified School District to conduct the study was sought and granted from the Assistant Superintendent of the Central Unified School District prior to data collection. Permission was also granted by the Pepperdine

University Preliminary Oral Examination committee consisting of Dr. Linda Purrington, Dr. Joan Mills Buffehr, and Dr. Ivannia Soto. Additionally, authorization from Pepperdine's Institutional Review Board was sought and granted. All participants were over the age of 21 and were cognitively able to consent to participation. Confidentiality of all participants was maintained through the use of random distribution and collection without participant identification. All surveys will remain in a locked cabinet in the researcher's office for a 5-year period following the study at which time all documents will be shredded. The pseudonyms Central Elementary School and Central Unified School District were used to protect the anonymity of the school and district.

This study used an original survey created by the researcher. Informed consent was provided to the credentialed teachers prior to their taking the survey. Credentialed teachers were informed of the "probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests" (Pepperdine University, 2007, p. 32). The probability of harm or discomfort could have arisen from boredom, fatigue, or stress related to participating in a survey. Participants might also have worried that personal answers might be linked to them personally. Therefore, participants were informed that their names would not be connected to their corresponding surveys. Participants were only addressed as a collective group of teachers who were identified as having participated in an independent professional development session; no individual names were collected unless the participant requested individual copies of the survey results (only one participant did so), and all surveys were taken anonymously (except for the one participant who chose to

identify herself). The data results were not individually identified, but rather were used collectively to inform overall confidence and perceived ability levels of credentialed teachers participating in the professional development. Credentialed teacher participants were informed that the anticipated use of the results was to provide recommendations for improving confidence and perceived ability levels for future teachers serving L-TELLs, as well as professional development efforts that created a sense of urgency. Participants were also informed that their completion of the survey was voluntary and that they could withdraw from completing the survey at any time by simply exiting the browser screen. All participants were provided with results of the survey after the data were analyzed; the researcher provided results to the school principal to share with the staff as requested and offered an opportunity for participants who willingly provided their name and e-mail or address to receive a personal copy of the results if desired (one participant chose to do so).

Instrumentation

One instrument created by the researcher was used to collect data in order to answer the five proposed research questions in this study. The instrument was a 15-question survey (see Appendix E). The survey consisted of five parts that specifically targeted each question proposed in this study. The instrument was designed with two distinct sections. The first section consisted of 13 structured questions that displayed qualities where the respondents answered by selecting one of four options that represented the degree of perceived proficiency. Participants selected one of four options: “I believe I am a leader in developing examples,” “I am comfortable developing examples,” “I am becoming more comfortable with developing examples,” and “I need

more time to learn more about how to develop examples." These responses were then examined to determine the most frequent response, as well as the second most frequent response. The second section consisted of two open-ended questions where respondents provided a written narrative.

A Likert scale uses fixed response choices to measure attitudes and opinions of the participants (Bowling 1997; Burns & Grove 1997); therefore, the researcher proposed a survey design using a Likert-like model in order to assess the belief and the degree of belief around the targeted intervention being studied. The survey was designed to answer each of the five research questions proposed in this study. There was a direct relationship between the questions proposed in this study and the questions proposed in the survey (see Table 1). Additionally, each proposed question in both the survey and study were grounded in expert sources to support the proposed instrument.

Table 1

Expert Source Link to Survey Selection

Research Question	Original Survey Question(s)	Expert Source
1	15	McGraner & Saenz (2009); Speck & Knipe (2005); Soto (2012a)
2	2-6	Blachowicz & Lee (1991); Bromley (2007); Feldman & Kinsella (2005); Monroe & Pendergrass (1997); Peters (1974); Rekrut (1996); Scott & Nagy (1997); Stahl & Fairbanks (1986)
3	8, 9, 10, and 11	Baumeister (1992); Lyman (1987); Ogle & Correa-Kovtun (2010); Omaggio Hadley (2000); Soto (2012b); Widdowson (1978)
4	7, 12, and 13	Ballantyne, Sanderman, & Levy (2008); Brophy & Good (1984); Calderon & Marsh (1988); Darling-Hammond (1996); Desimone (2009); Evans & Tribble (1986); Guskey & Passaro (1994); Skaalvik & Skaalvik (2007);
5	14	August & Shanahan (2006); Collier (1987); Gibbons (2002); Menken & Kleyn (2009)

Expert Source

The 15-question survey was designed to address each of the five proposed research questions through queries that were informed by expert sources. The first question sought to determine previous trainings that each participant had received prior to this professional development. Questions 2-6 addressed research question 2, which pertains to the Frayer Model and was supported through initial research of the Frayer Model on vocabulary building for students in Peters (1974), as well as in empirical research studies from Monroe and Pendergrass (1997) and Scott and Nagy (1997). Questions 8-11 from the survey addressed research question 3 and were grounded in TPS Charting by initial researchers Lyman (1987) and Widdowson (1978), as well as empirical research studies from Baumeister (1992). Soto (2012a) has taken this application and further researched the strategy as a means of supporting academic language for L-TELLs. Questions 7, 12, and 13 from the survey addressed research question 4 and examined self-efficacy of teachers in Evans and Tribble (1986), Guskey and Passaro (1994), and Skaalvik and Skaalvik (2007); and quality professional development in Ballantyne et al. (2008) and Desimone (2009). Question 14 from the survey addressed research question 5 and focused on the development of L-TELLs in August and Shanahan (2006), Gibbons (2002), and Menken and Kleyn (2009). Question 15 from the survey addressed research question 1 in this study and focused on ELL Shadowing, which is most closely grounded in the work of Soto (2012a).

Expert Review

In addition to expert sources, the survey was also analyzed by a team of experts in the field of ELLs. The team reviewed the proposed research questions and the study

itself to ensure validity and reliability. The focus of the expert review panel was to ensure that the proposed instrument was in alignment with the goals of this study as well as to support triangulation between the research, the study design, expert sources, and the expert review panel.

Data Collection Procedures and Data Management

Data collection began only after an independent consultant who was hired by the district administered a specifically designed professional development plan (see Appendix D), which concluded on January 29, 2013.

- At the conclusion of the professional development, the researcher informed participants of the desire to conduct research to investigate the outcomes from the professional development intervention.
- Prior to any data collection the researcher obtained consent from all subjects at Central Elementary School.
- The researcher administered the survey to all consenting participants after the conclusion of professional development on March 6, 2013 at Central Elementary School.

The researcher held informational meetings Central Elementary School during the lunch period to explain the process, rationale, instructions for participation, and to review informed consent. The researcher ensured protection of human subjects by asking participants to not identify themselves when taking the survey unless they wished to receive an individualized copy of the survey results. Central Elementary School teachers were provided with a link to the Survey Monkey online survey (Appendix E). This link was also listed on the printed consent form that was given to each subject prior to the

start of data collection so that subjects could type in the link from the paper into their web browser's address bar. Once subjects clicked on the link, they were directed to an informed consent page where their rights as possible participants in this study were addressed and their participation was requested. At this juncture, they had a choice to agree to participate or discontinue with the process. Once the subjects agreed to participate in the study, they continued to a page where they completed the 15-question survey. The anticipated completion time to administer the survey was 15 minutes; however, the survey was not timed and participants were able to take as much time as they needed. The last page of the online survey instrument offered subjects an opportunity to receive a copy of study findings at the conclusion of the research study, either from their principal or by providing identification and contact information to receive a individual copy of the results from the researcher. One participant chose to receive a copy of study findings. Those results where mailed upon conclusion of the research study. All surveys were stored in the researcher's office in a locked cabinet for 5 years, at which time they will be shredded.

Data Analysis: Post Training Survey

The data were analyzed in two distinct ways using both quantitative and qualitative attributes, depending on the response sections of the instrument. For the first section, consisting of 13 questions that were quantitative in nature, participants selected one of four options, "I believe I am a leader in developing examples," "I am comfortable developing examples," "I am becoming more comfortable with developing examples," and "I need more time to learn more about how to develop examples." A Likert like translation scale was attached to each written response. By using an ordinal scale, the

researcher could measure teachers' perceived personal levels of competency using the 4-point Likert scale. The researcher then tallied the responses for each of the survey questions in section one, denoted them in a table each of the rating scale categories, and then calculated the frequency of participant responses. Due to the usage of a Likert-like scale translation, the data were analyzed using a descriptive statistical analysis of measures of central tendency. The mode measure of central tendency was used during this process. By using the mode, the researcher was able to examine the most frequent response.

For the last section consisting of two questions that were qualitative in nature, the data were analyzed using McMillan and Schumacher's (2010) process of analysis, where the researcher interpreted the two qualitative responses using a sequential pattern to analyze the data in order to achieve validity and reliability. The data were then analyzed in three phases. The first phase was data collection. Once the data were collected, the researcher moved to the second phase, which was to identify the developing themes from the collected data. Two coders worked with the researcher to code and analyze the data. The researcher explained the analysis process to the two coders. The coders were asked to read the responses to question 13 and highlight reoccurring words or phrases. Once the researcher and coders highlighted words and phrases, the coders and researcher then wrote the words and phrases on post-it notes which were placed on a poster board. The researcher guided the coders in searching for commonalities in post-it notes and placed them together in clusters. The next step was to gather the clusters into possible themes. The researcher and coders then labeled emerging themes and reread the responses again to cross-reference emerging themes and determine frequency of themes in order to come

to consensus. This process was repeated for question 14. Once themes were identified, the researcher translated the themes into narrative structures through the synthesis of exact phrases that matched each of the identified themes.

The researcher analyzed responses, completed a full item analysis, reviewed results with the expert panel, before finalizing the survey to be administered. Data preparation for this study involved the collection of raw data using a post-based survey on two variables: confidence and perceived ability. Both confidence and perceived ability variables were measured by the survey over a continuous interval for the level of measurement. The quantitative data analysis in section one and the qualitative data analysis in section two were reviewed by the researcher and coders and expert panel to examine any overarching themes in the responses. Lastly, the results were compared to the results of other similar published studies.

CHAPTER IV: DATA COLLECTION AND ANALYSIS

Purpose

The purpose of this descriptive survey study was to: (a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELLs' academic language abilities and needs, (b) assess Central Elementary School teacher-perceived proficiency in implementing Frayer Model and TPS Charting instructional strategies with L-TELLs post specially designed professional development, (c) assess Central Elementary School teachers' overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and (d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of the Frayer Model and TPS Charting strategy implementation.

Research Questions

Five research questions guided this study:

1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?
2. How did Central Elementary School teachers rate their efficacy as a result of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?
3. How did Central Elementary School teachers rate their efficacy as a result of implementing Think-Pair-Share charting with L-TELLs following

4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLS following participation in a specially designed workshop and follow-up application?
5. What changes, if any, did Central Elementary School teachers observe in the academic language development of their L-TELLS after implementing the Frayer Model and Think-Pair-Share chart in their instructional practices?

Design and Analysis Overview

This quantitative, descriptive study utilized a survey to investigate the professional perspectives of 13 Central Elementary School classroom teachers following their participation in a consultant-led professional development program that occurred from October 17, 2012 to January 29, 2013. The professional development training involved the classroom teachers shadowing ELLs and participating in a series of workshops with follow-up application related to two ELL instructional strategies: TPS Charting and Frayer Model of concept mapping. The survey instrument (Appendix E), created by the researcher, consisted of two distinct sections. The first section included 12 structured questions which asked participants to select one of four response options in order to describe their confidence and efficacy related to using the TPS Charting and Frayer Model concept mapping strategies to improve the academic language of L-TELLs. The second section of the survey included two semi-structured questions which asked teachers to describe any changes in academic language they observed in their L-TELLS after they implemented the TPS Charting and Frayer Model concept mapping strategies

in their classrooms and to share how, if at all, the shadowing of L-TELLs informed their implementation of the two strategies.

The survey was administered online to 16 classroom teachers and data were collected during a 1-week period. Of the 16 teachers who were invited to participate in the survey, 13 teachers responded. One of the participants chose not to answer any of the survey questions, and one participant chose to answer only the two semi-structured questions. The responses for each of the 12 structured questions were tallied and then represented in tables and bar graphs. The two semi-structured questions were analyzed using McMillan and Schumacher's (2010) process of inductive analysis. The two semi-structured questions were analyzed in three phases (see Figure 1).

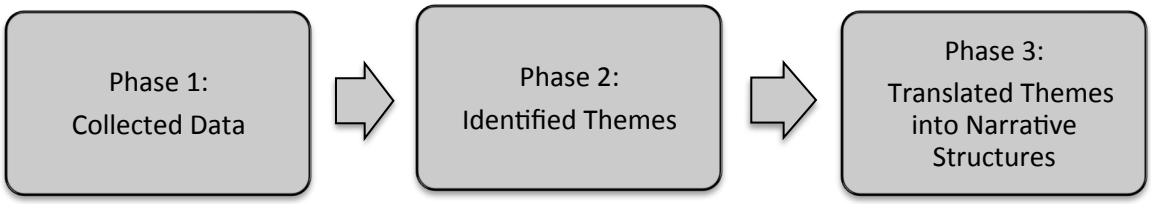

Figure 1. McMillan and Schumacher's (2010) Process, showing the three-step process of the three phases used to identify themes based on participant responses.

The researcher explained the analysis process to two independent coders. The coders were asked to read the responses to question 13 and highlight reoccurring words or phrases. Once the researcher and coders highlighted words and phrases, the coding team then wrote the words and phrases on post-it notes. These post-it notes were placed on a poster board. The researcher guided the coders in searching for commonalities in post-it notes and placing them together in clusters. The next step was to analyze the clusters into possible themes. The coding team then labeled emerging themes and reread

the responses again to cross-reference emerging themes and determine frequency of themes in order to come to consensus. This process was repeated for question 14. Once themes were identified, the researcher translated the themes into narrative structures through the synthesis of exact phrases that matched each of the identified themes.

Findings

The following findings are presented in sections for each of the guiding research questions. Detailed results and a summary of key findings are provided for each guiding research question.

Participants. The participants in this study included 16 teachers who were employed full-time at Central Elementary School. Participant responses were collected anonymously; however, background information was self reported by each individual in regards to EL professional development training received within the past 5 years. These data are presented in Table 2. The data Table 2 are further summarized in Table 3.

During the identification and analysis of themes, it was discovered that Respondent 11 did not see any positive impact from either ELL Shadowing or using the Frayer Model and TPS Charting. Also, Respondent 13 did not believe that ELL Shadowing was useful and that the Fryer Model and TPS Charting did not benefit students. Respondents 11 and 13 were the only two participants who believed that both ELL Shadowing and the two instructional strategies were not useful. The data also shows that these two respondents have only received GLAD training within the past 5 years.

Table 2

English Learner Trainings

Respondent	Systematic ELD	SIOP	SDAIE	GLAD	Other	No Training
1						X
2	X					
3	X					
4		X			X	
5	X				X	
6	X		X		X	
7	X	X	X	X		
8	X	X				
9	X					
10	X			X		
11				X		
12	X		X	X		
13				X		

Table 3

English Learner Trainings: Summary

Participant English Learner Training Received	# of participant responses
Systematic ELD	9
SIOP	3
SDAIE	3
GLAD	5
Other	3
No Training	1

Note. $N = 13$

Research question 1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?

Three themes emerged from the detailed analysis of participant responses this open-ended question about ELL Shadowing, including: (a) the need to increase student academic oral language in class, (b) ELs are passively silent, and (c) the need for more training/majority seeing the benefit. The results of this question are summarized in Table

4. From the data collected, 50% (5) of the respondents indicated that ELL Shadowing boosted their awareness of the need to increase academic language for L-TELLs, 40% (4) indicated that ELL Shadowing boosted their awareness that ELs are passively silent, and 50% (5) noted that ELL Shadowing did not alter their awareness of the need of L-TELLs

Table 4

Summarized ELL Shadowing Themes

Area of need	# of participant responses
Need to increase academic language	5
English learners are passively silent	4
No benefit/Not necessary	5

Note. $N = 10$

El academic language needs. The first theme was a need to increase student academic oral language in class. Common phrases that participants included in their responses included, "I noticed a lack of academic language needed to comprehend specific subjects such as science and social studies" and "Shadowing a L-TELL student was, in my opinion, a fairly good way to see the language needs of students."

English learners are passively silent. The second theme was the realization that ELs are passively silent in class. Common phrases that participants shared in their responses included, "I was actually surprised that my shadowing student didn't talk hardly at all. He listened and responded just enough to keep under the radar" and "Shadowing made me aware of the need for students to be given more opportunities to talk to improve their English."

Majority seeing benefit/not necessary. The last theme was that the majority of the participants saw the benefit of ELL Shadowing and or that it was not necessary to change the participants' perspective. Common phrases that participants reported in their responses included, "I would like to shadow one of my students or the same grade that I teach," "I believe that actually seeing the Frayer Model and the TPS Charting strategies at work in several classroom settings would be a better use of training time," "Shadowing for that long was unnecessary," and "I observed what I normally see." Respondents that saw ELL Shadowing as "not necessary" reported that he/she already had an awareness of the language needs of his/her students.

Research question 2. How did Central Elementary School teachers rate their efficacy as a result of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?

The Frayer Model consists of five parts: selecting key terms, examples, non-examples, characteristics, and a definition. In this section, respondents were asked a series of five questions in relationship to selecting key terms for each of the four sections of the Fryer Model (questions 2-6 in the survey; see Appendix E). The first question asked respondents to rate their confidence and ability in selecting key terms for the Frayer Model. Eleven of the 13 participants responded to this question. Responses were reported for three of the four response categories. The most common response (6 out of 11) was that the respondents felt comfortable in selecting key terms. The second most common response (3 out of 11) was that more time was needed in order to develop greater confidence and ability in selecting key terms. No one indicated leader-level confidence or ability (see Figure 2).

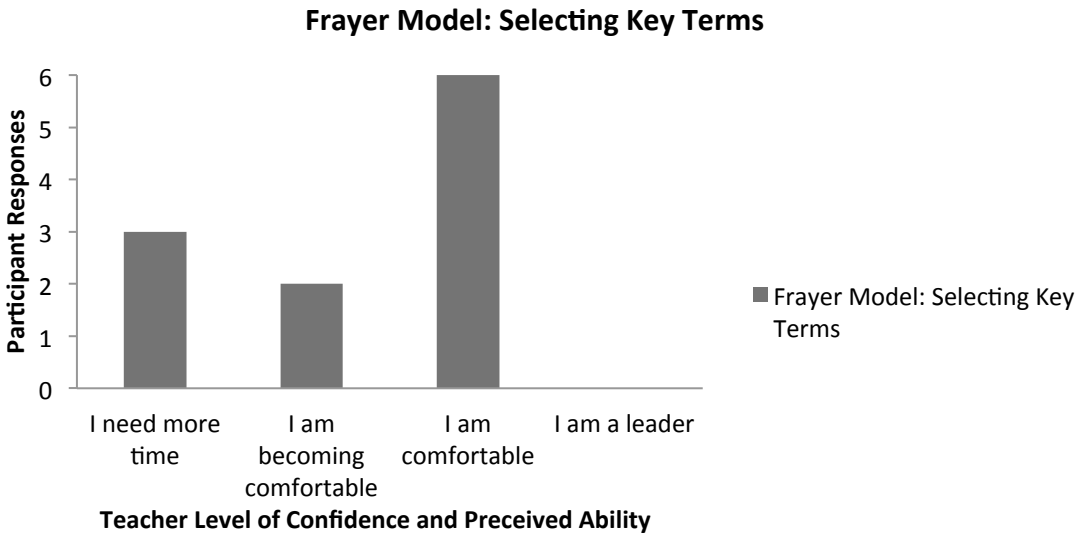

Figure 2. Responses to selecting Key Terms using the Frayer Model.

The second survey question asked respondents to rate their confidence and ability in developing examples with students when using the Frayer Model. Eleven of the 13 participants responded to this question. Responses were given for all four response categories. The most common response (5 out of 11) was that the respondents are becoming more comfortable in developing examples. The second most common response (4 out of 11) was that respondents were comfortable in developing examples. Only one respondent rated his/her confidence and ability in developing examples as leader-level (see Figure 3).

The third question asked respondents to rate their confidence and ability in developing non-examples with students when using the Frayer Model. Eleven of the 13 participants responded to this question. The most common response (5 out of 11) was that the respondents are becoming more comfortable in developing non-examples. The second most common response (3 out of 11) was that respondents need more time to

develop non-examples. Only one respondent rated his/her confidence and ability in developing examples as leader-level (see Figure 4).

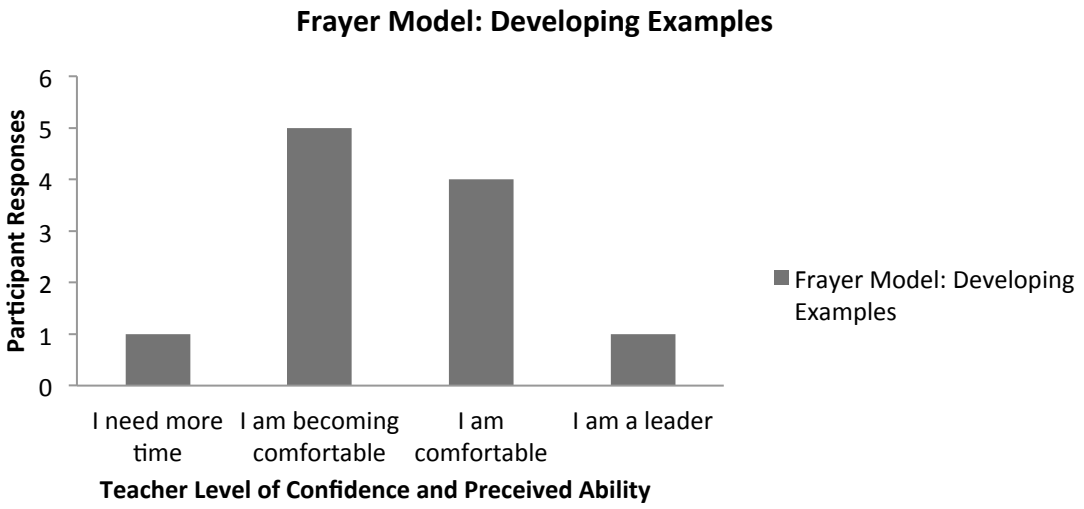

Figure 3. Responses to developing examples using the Frayer Model.

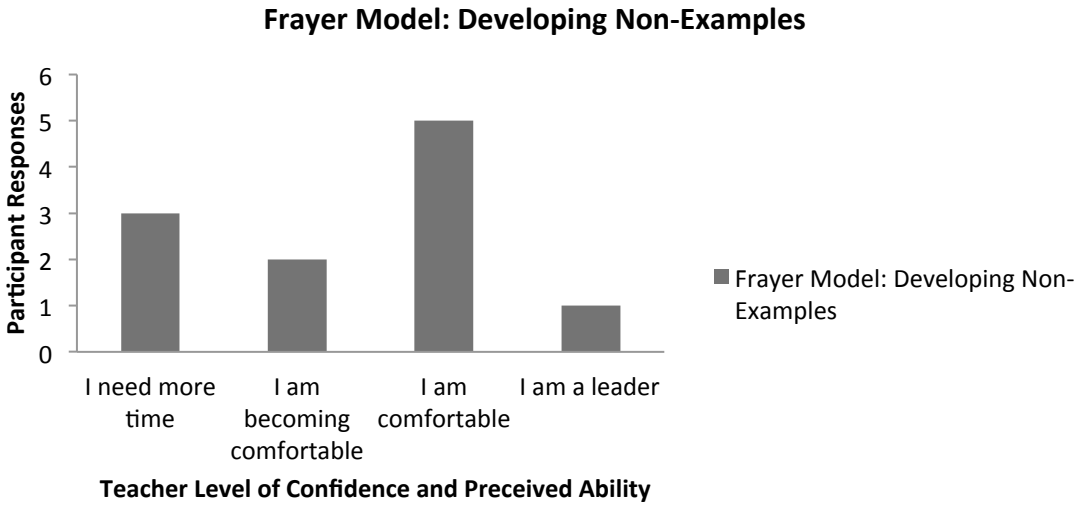

Figure 4. Responses to developing non-examples with students using the Frayer Model.

The fourth question asked respondents to rate their confidence and ability in developing characteristics with students when using the Frayer Model. Eleven of 13 participants responded to this question. The most common responses were that the respondents are becoming more comfortable in developing characteristics and (4 out of

11) respondents were comfortable in developing characteristics and that respondents were comfortable in developing examples (4 out of 11). No one indicated leader-level confidence or ability (see Figure 5).

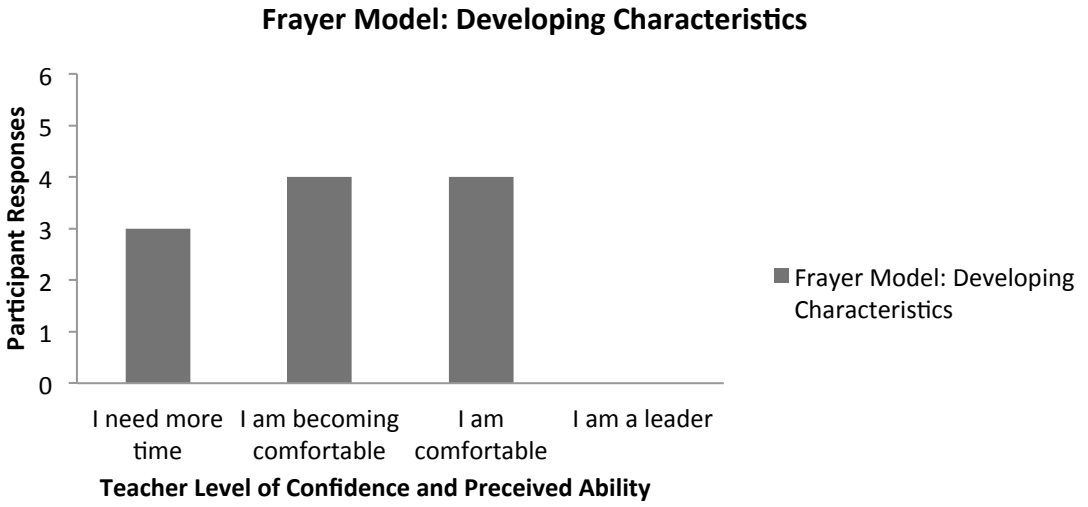

Figure 5. Responses to developing characteristics using the Frayer Model.

The last question in relationship to this research question asked respondents to rate their confidence and ability in developing a definition with students when using the Frayer Model. Eleven of the 13 participants responded to this question. Responses were given for three of the four response categories. The most common response (4 out of 11) was that the respondents are becoming more comfortable in developing a definition. The second most common response (3 out of 11) was that respondents were comfortable in developing a definition (see Figure 6).

The self-efficacy results of the Frayer Model are summarized in Table 5. The number 1 indicates the most common response for each question, and 2 indicates the second most common response to each question. When two or more responses shared an equal response, an asterisk follows the number. Based on the data, the most common response for the self-efficacy results related to the Frayer Model demonstrate that

teachers are comfortable using the components of the Frayer Model to support the academic language development of L-TELLs.

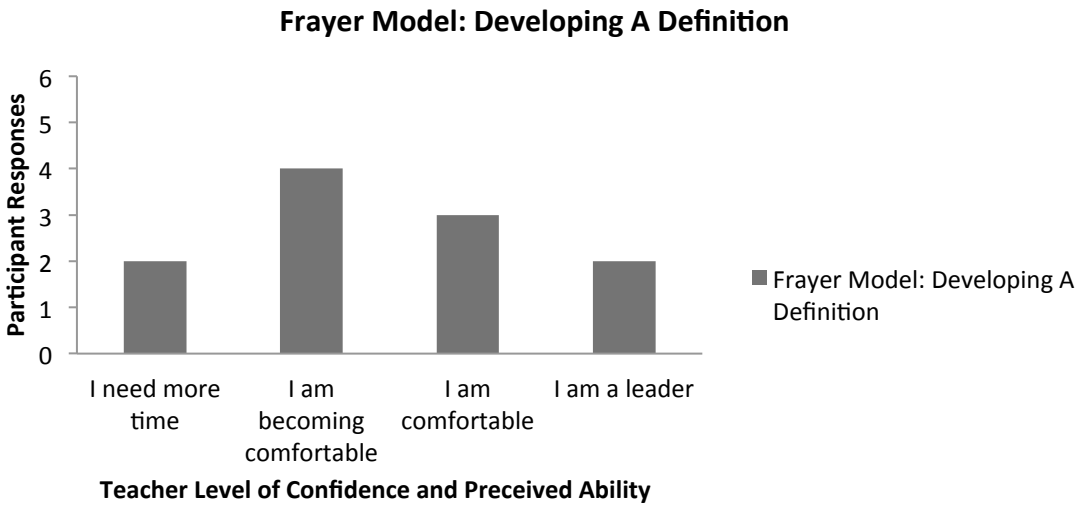

Figure 6. Responses to developing a definition using the Frayer Model.

Table 5

Summarized Frayer Model Responses

	I need more time	I am becoming more comfortable	I am comfortable	I believe that I am a leader
Selecting Key Terms	2		1	
Creating Examples		1	2	
Creating Non-examples	2		1	
Creating Characteristics	2	1*	1*	
Creating a Definition		1	2	

Research question 3. How did Central Elementary School teachers rate efficacy as a result of implementing TPS charting with L-TELLs following participation in a specially designed workshop and follow-up application?

TPS charting consists of four parts: developing open-ended questions, student written response, partner response, and a synthesis response. In this section, respondents were asked four questions in relationship to implementing TPS charting with L-TELLs.

The first question asked respondents to rate their confidence and ability in developing open-ended questions. Eleven of the 13 participants responded to this question. The most common response (4 out of 11) was that the respondents were becoming more comfortable in developing questions. The second most common responses were that respondents needed more time to develop questions (3 out of 11) and were comfortable in developing questions (3 out of 11). Only one respondent rated his/her confidence and ability in developing examples as leader-level (see Figure 7).

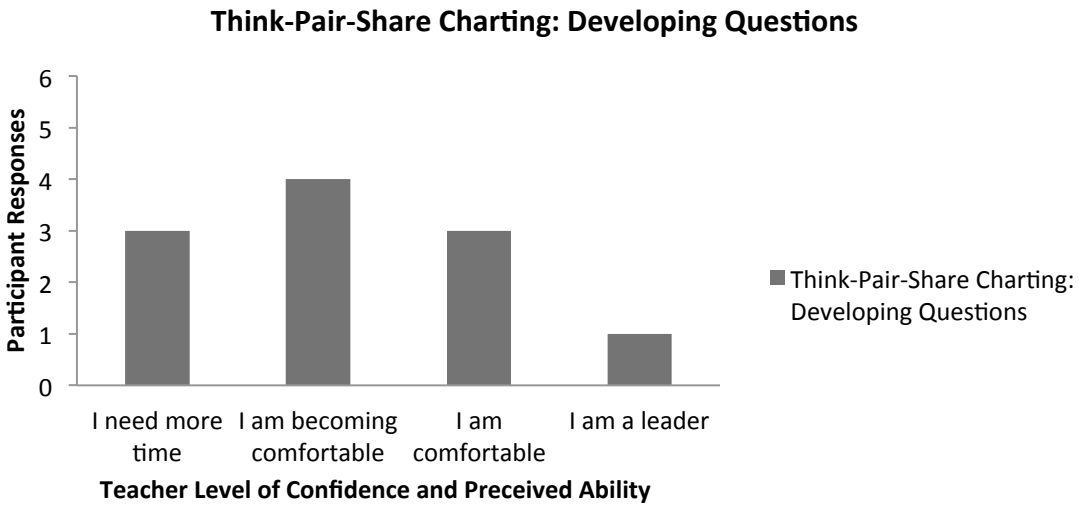

Figure 7. Responses to developing questions with Think-Pair-Share charting.

The second question asked respondents to rate their confidence and ability in developing student written responses. Eleven of the 13 participants responded to this question. Responses were given for three of the four response categories. The most common responses were that the respondents were becoming more comfortable developing student responses (4 out of 11) and were comfortable in developing student

responses (4 out of 11). No participants indicated leader-level confidence or ability (see Figure 8).

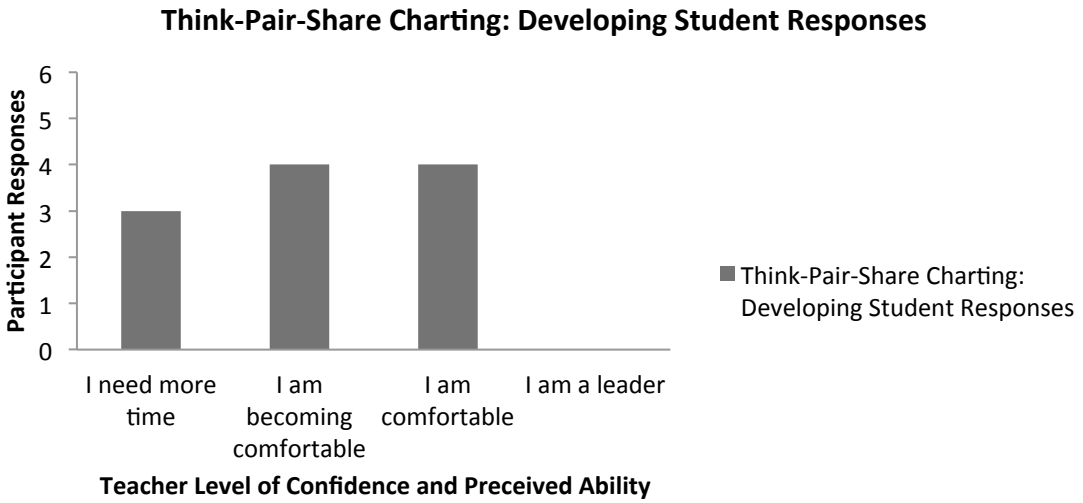

Figure 8. Responses to developing student responses with Think-Pair-Share charting.

The third question asked respondents to rate their confidence and ability in facilitating partner responses. Eleven of the 13 participants responded to this question. Responses were given for three of the four response categories. The most common response (5 out of 11) was that the respondents were becoming more comfortable facilitating partner responses. The second most common responses were that respondents need more time (3 out of 11) and were comfortable facilitating partner responses (3 out of 11). No respondents indicated leader-level confidence or ability (see Figure 9).

The last question related to this research question asked respondents to rate their confidence and ability in helping students with the synthesis of their answer with their partner's answer. Eleven of the 13 participants responded to this question. Responses were given for three of the four response categories. The most common responses were that respondents needed more time helping partners synthesize their answers (4 out of 11)

and were comfortable in helping partners synthesize their answers (4 out of 11). No respondents indicated leader-level confidence or ability (see Figure 10).

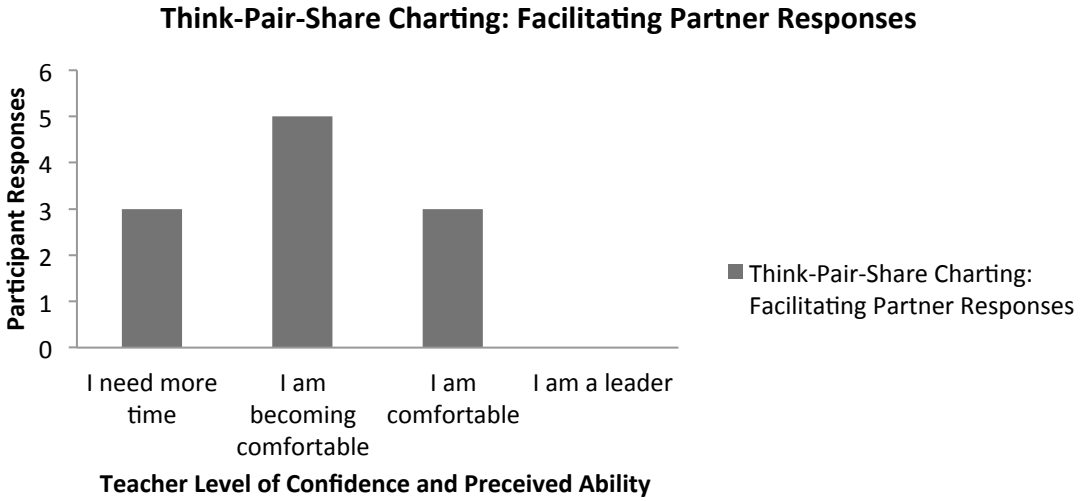

Figure 9. Responses to facilitating partner responses with Think-Pair-Share charting.

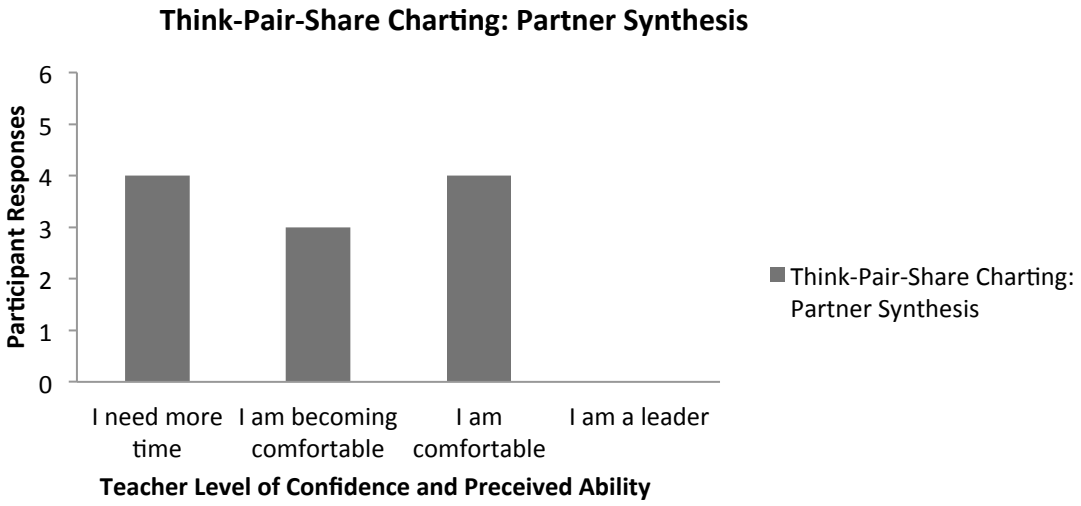

Figure 10. Responses to helping students with the synthesis of their answer with their partner's answer with Think-Pair-Share charting.

The self-efficacy results of TPS Charting have been summarized in Table 6. The number 1 indicates the most common response for each question, and 2 indicates the second most common response to each question. When two or more responses shared an

equal response, an asterisk follows the number. Based on the data, the most common response for the self-efficacy results of TPS Charting demonstrated that teachers were becoming more comfortable using the components of TPS Charting to support the academic language development of L-TELLs.

Table 6

Summarized Think-Pair-Share Charting Responses

	I need more time	I am becoming more comfortable	I am comfortable	I believe that I am a leader
Developing Questions	2*	1	2*	
Student Responses	2	1*	1*	
Partner Responses	2*	1	2*	
Partner Synthesis	1*	2	1*	

Research question 4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLs following participation in a specially designed workshop and follow-up application?

Two survey questions specifically focused on overall confidence and perceived ability after receiving training in both the Frayer Model and TPS charting. The first question focused on participants' overall confidence and perceived ability in using the Frayer Model to support academic language development of ELs. Respondents were asked to rate their overall confidence and ability in using the Frayer Model to support the academic language development of ELs. Eleven of 13 participants responded to this question. The most common response (4 out of 11) was that respondents were becoming more confident in using the Frayer Model to support academic language development for

ELs. The second most common responses were that respondents needed more time to develop confidence (3 out of 11) and are confident in their ability to use the Frayer Model to support academic language for ELs (3 out of 11). Only one respondent rated his/her confidence and ability in using the Frayer Model as leader-level (see Figure 11).

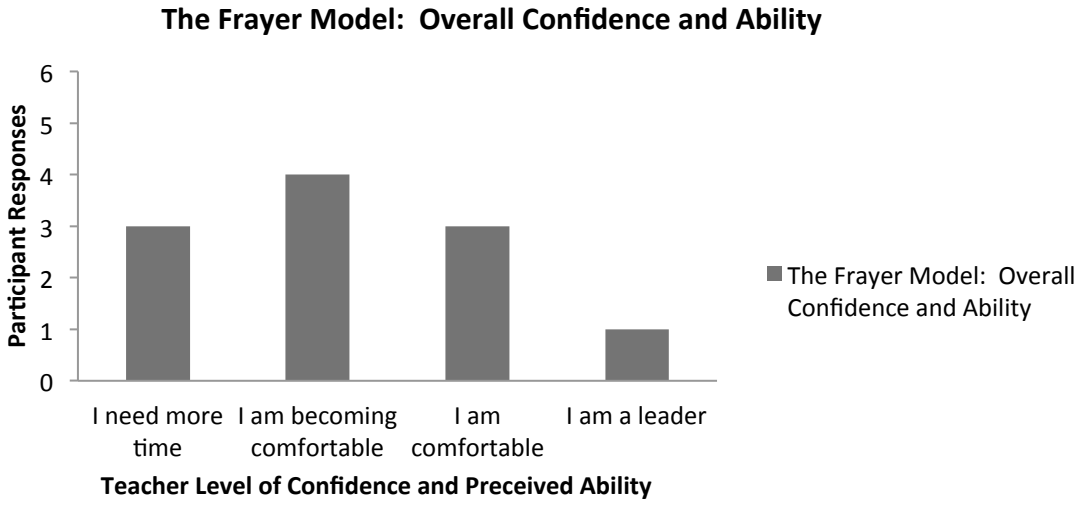

Figure 11. Responses to overall confidence and ability when using the Frayer Model.

The second question focused on participants' overall confidence and perceived ability related to TPS charting. Respondents were asked to rate their overall confidence and ability in using TPS Charting to support the academic language development of ELs. Eleven of the 13 participants responded to this question. Responses were given for three of the four response categories. The most common response (6 out of 11) was that the respondents were becoming more confident in their ability to use TPS Charting to support the academic language development of ELs. The second most common response (3 out of 11) was that respondents needed more time to develop their confidence when using this strategy to support ELs. No one indicated leader-level confidence or ability (see Figure 12).

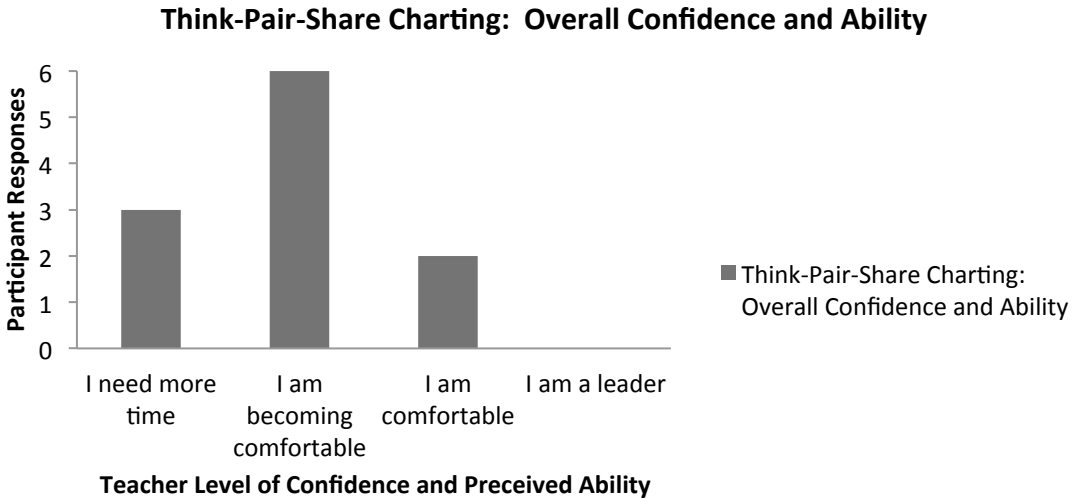

Figure 12. Responses to overall confidence and ability when using Think-Pair-Share Charting.

The overall confidence and perceived ability of participants' use for both the Frayer Model and TPS Charting are summarized in Table 7. The number 1 indicates the most common response for each question, and 2 indicates the second most common response to each question. When two or more responses shared an equal response, an asterisk follows the number. Based on the data, the self-efficacy results of the Frayer Model and TPS Charting demonstrate that teachers are comfortable using its components to support the academic language development of L-TELLs.

Table 7

Summarized Overall Confidence and Perceived Ability of Participant Results: Frayer Model and Think-Pair-Share Charting

	I need more time	I am becoming more comfortable	I am comfortable	I believe that I am a leader
The Frayer Model	2*	1	2*	
Think-Pair-Share Charting	2	1		

Research question 5. What changes, if any, do Central Elementary School teachers observe in the academic language development of their L-TELLs after implementing the Frayer Model and TPS Charting in their instructional practices?

Five themes emerged from the detailed analysis of the participant responses to open-ended question about implementation of the Frayer Model and TPS Charting. These major themes include: (a) increased student talk, (b) accountability, (c) academic language development in the content areas, (d) student benefit, and (e) need for more training/majority seeing the benefit.

The results of participants using TPS Charting and the Fryer Model to support L-TELLs are summarized in Table 8. From the data collected, 33% (3) of the respondents indicated that the strategies increased student talk, 22% (2) indicated that the strategies increased accountability, 22% (2) indicated that the strategies increased the use of academic language development in the content areas, 44% (4) indicated that the strategies were beneficial to students, and 44% (4) noted that they did not see benefit in student performance when using the strategies or that more professional development was needed in order to determine the effectiveness of the two strategies when working with ELs.

Table 8

Summarized Frayer Model and Think-Pair-Share Charting Themes

Area of need	# of participant responses
Increased student talk	3
Accountability	2
Academic Language Development in the Content Areas	2
Student Benefit	4
Need for more training/majority seeing the benefit	4

Note. $N = 9$

Increased student talk. The first theme was an increase in student talk. Common phrases that participants gave in their responses included, "They can tell about what they drew and what they were thinking" and "It helped them talk more."

Accountability. The second theme was an increase in accountability. Common phrases that participants gave in their responses included, "They couldn't hide out, or at least if they did, I was more aware of it," "students feel pressure to fill out the TPS Chart," and "at least it held them more accountable."

Academic language development in the content areas. The third theme was an increase in academic language development in content areas. Common phrases that participants gave in their responses included, "Improves their academic language" and "I continue to use for academic language in math…I have slowly started to introduce it in science."

Student benefit. The fourth theme was student benefit. Common phrases that participants gave in their responses included, "I saw the benefit of using these strategies with my EL students," "These strategies were helpful," and "the students did benefit greatly from this model because they could see and give input on the four areas of the model."

Need for more training/majority seeing the benefit. The last theme was a need for more training where most participants saw the benefit of the two instructional strategies. Common phrases that participants gave in their responses included, "I don't believe enough training days were offered to really impact my instructional practice yet using the Frayer Model and the TPS Charting" and "I don't believe these strategies as being useful for ELL students. I believe more on project GLAD and using pictures."

Summary

With regard to research question 1, three key themes developed from an analysis of teachers' responses regarding what they learned as a result of ELL Shadowing: a need to increase academic language, that ELs are passively silent, and that majority of participants saw benefit and or not necessary. With respect to question 2, participants reported that they were confident and able to use the components of the Frayer Model to support the academic language development of L-TELLs. For research question 3, that participants were becoming more confident and able to use the components of TPS Charting to support the academic language for L-TELLs.

Regarding research question 4, participants were overall becoming more confident and able to address the academic language needs of their L-TELLs after participating in professional development in the two instructional strategies. Finally, results related to research question 5 revealed five key themes related to teachers' observations in the academic language development of their L-TELLs after implementing the two instructional strategies: increased student talk, increased accountability, increased academic language in the content areas, student benefit, and a need for more training and or majority seeing the benefit.

CHAPTER V: SUMMARY AND CONCLUSIONS

Purpose

The purpose of this descriptive survey study was to: (a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELLs' academic language abilities and needs, (b) assess Central Elementary School teacher-perceived proficiency in implementing Frayer Model and TPS Charting instructional strategies with L-TELLs post specially designed professional development, (c) assess Central Elementary School teachers' overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and (d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of the Frayer Model and TPS Charting strategy implementation.

Research Questions

Five research questions guided this study:

1. What, if anything, did Central Elementary School teachers learn about their L-TELLs' academic oral language abilities, active listening, and needs after participating in ELL Shadowing?
2. How did Central Elementary School teachers rate their efficacy as a result of implementing the Frayer Model with L-TELLs following participation in specially designed workshop and follow-up application?
3. How did Central Elementary School teachers rate their efficacy as a result of implementing Think-Pair-Share charting with L-TELLs following participation in specially designed workshop and follow-up application?

4. How did Central Elementary School teachers rate their overall confidence and perceived ability to address the academic language development of their L-TELLs following participation in a specially designed workshop and follow-up application?
5. What changes, if any, did Central Elementary School teachers observe in the academic language development of their L-TELLS after implementing the Frayer Model and Think-Pair-Share chart in their instructional practices?

Research Methodology

This quantitative, descriptive design study used a survey, designed by the researcher, to examine the confidence and perceived ability of 16 classroom teachers selected by the principal to undergo a series of professional developments at Central Elementary School, an urban elementary school in Southern California, after participating in ELL Shadowing and a 3-month specifically designed professional development workshop and follow-up application related to TPS Charting and the Frayer Model of concept mapping. The professional development, which took place prior to the study, began on October 17, 2012 and concluded on January 29, 2013. This study examined the confidence and perceived ability of teachers after ELL Shadowing, as well as after professional development in TPS Charting and the Frayer Model of concept mapping. Sixteen teachers were given an original survey designed by the researcher at the end of the professional development, which was administered on March 6, 2013 via Survey Monkey.

Discussion of Key Findings

The findings from this study demonstrated that teachers on average were interested in learning new instructional strategies to support L-TELLs and were open to providing feedback on the professional development that had taken place. Thirteen teachers responded to the survey, which equated to 81% of the total teacher population of the school. The study generated four major findings related to the five research questions.

Finding one. Finding one is directly linked to research question 1. Three key themes resulted from an analysis of responses regarding what participants learned from their ELL Shadowing experience: (a) increased academic awareness, (b) ELs are passively silent, (c) majority saw benefit/not necessary.

ELL academic language needs. The first theme was a need to increase student academic oral language in class; 50% of the teachers reported that ELL Shadowing made them more aware of the academic language needs of ELs. Sample teacher responses that resulted in this finding included common phrases such as, "I noticed a lack of academic language needed to comprehend specific subjects such as science and social studies" and "Shadowing a L-TELL student was, in my opinion, a fairly good way to see the language needs of students."

Teachers reported that ELL Shadowing helped them see the need to increase academic language for their ELs by observing the struggle their shadowing student demonstrated in being able to fully participate in classroom discourse. In support of these findings, Alford and Niño (2011) note that teachers first need to be provided with opportunities to dialog about the needs of a professional development effort before

beginning implementation. It is possible that ELL Shadowing provided a frame of reference to allow teachers to engage in this dialogue before beginning implementation around the strategies. Moreover, according to Wei et al. (2012), the National Staff Development Council also supports engaging experiences that allow teachers to make sense of the learning and observation opportunities. Some teachers already had a sense of the language needs of their students and did not find ELL Shadowing beneficial; it is possible that these teachers did not need to participate in the 2-hour shadowing experience. However, for the other 50% of teachers, it is possible that ELL Shadowing provided an opportunity to share a common vision of the academic needs of their ELs prior to engaging in professional development.

English learners are passively silent. The second theme was the realization that ELs are passively silent in class; 40% of the teachers reported that they noticed ELs remained silent during their Shadowing experience. Sample teacher responses that resulted in this finding included common phrases such as, "I was actually surprised that my shadowing student didn't talk hardly at all. He listened and responded just enough to keep under the radar" and "Shadowing made me aware of the need for students to be given more opportunities to talk to improve their English."

Teachers reported that ELL Shadowing helped make them aware that the ELs spent a significant time being passively silent with little verbal interaction. Soto (2012a) and Olsen (2010) support these findings, noting in that in order to increase their academic language, students need multiple opportunities to practice speaking and listening to academic language. During ELL Shadowing, teachers observed L-TELLs who were stuck in the intermediate range. The participants in this study observed a lack in the use

of academic language taking place among these students. Olsen also notes that L-TELLs struggle with the tools necessary to function successfully when academic language is required. Based on the research, it is not surprising that teachers observed these students not engaging in active discourse.

Majority saw benefit/not necessary. The last theme was that the majority of participants saw the benefit of ELL Shadowing and or that it was not necessary to change the participants' perspective; 50% of the teachers reported that they were able to see the benefit, and 50% reported that the experience was not necessary. Sample teacher responses that resulted in this finding included common phrases such as, "I believe that actually seeing the Frayer Model and the TPS Charting strategies at work in several classroom settings would be a better use of training time," "I would like to shadow one of my students or the same grade that I teach," and "I observed what I normally see."

Lastly, one participant recorded that

> Shadowing for that long is unnecessary in my opinion. We are told to do systematic ELD out of content, not as part of content areas, so it is boring and meaningless instead of fostering project GLAD strategies like we had done many years ago.

Gersten and Baker (2000) note that consistency in routines and procedures with clear student and teacher roles help streamline professional development efforts. It is possible that this participant was feeling the effects of professional development efforts that were lacking consistency between Systematic ELD, GLAD, and ELL Shadowing as a catalyst for Frayer Model and TPS Charting implementation.

Teachers reported that ELL Shadowing did not change their perspective since they already had awareness that these students had difficulty speaking, listening, reading, and writing. These two respondents (11 and 13, as presented in Table 2) were the only two participants who reported that ELL Shadowing had no benefit; they were also the two participants who had only received GLAD training in the past 5 years. It is possible that teachers with less training and or background in English language development had more difficulty jumping into the professional development series without significant frontloading as to the purpose, rationale, and intended outcomes of ELL Shadowing. Based on all of the findings regarding ELL Shadowing, some teachers benefited from the observation more than others, with the greatest outcomes being that some teachers (50%) gained an increased awareness in the oral academic language needs of ELs.

Finding two. Finding two is directly linked to research questions 2, 3, and 4 pertaining to teacher self-efficacy. The second finding is that teachers were more comfortable using the Frayer Model strategy then the TPS Charting strategy. Teachers felt most confident in selecting key terms, creating non-examples, and developing characteristics of the words using the Frayer Model of concept mapping. Some teachers felt they were leaders in developing examples, non-examples, and developing a definition when using the Frayer Model. For TPS Charting, teachers, on average, were still becoming more comfortable using this strategy, with participants reporting the greatest level of confidence in the areas of helping students respond to the prompt and helping students synthesize their answer with a partner. Only one teacher reported that he/she felt he/she was a leader in the area of developing questions when using TPS Charting.

There are two possible explanations for this second finding. Theory one is that teachers do most of the work when creating the Frayer Model, while students do most of the work when using the TPS Charting strategy. Releasing the students to independent work for them to turn, talk, listen, and record a partner's answer in TPS Charting might be less comfortable than working as a class to complete vocabulary note-taking with the teacher doing the charting in front of the room. Theory two is that presentation of both the Frayer Model and TPS Charting might have been too many new strategies for teachers to fully internalize and implement. According to Diaz-Maggioli (2003) professional development implementation yields the best results when it is sustained over time in communities of practice. Based on sustainability, teachers might have been more comfortable with the one strategy over the other strategy because there was not enough time to sustain either strategy before introducing additional learning.

Finding three. Finding three is directly linked to research question 5. In the third finding, teachers were asked to share their observations of their students' academic language after implementing the Frayer Model and TPS Charting. Through the qualitative analysis of this study, the following five themes emerged: (a) increased student talk, (b) increased accountability, (c) increased academic language development in the content areas, (d) strategies benefited students, and (e) teachers need more training/majority saw the benefit.

Increased student talk. The first theme was an increase in student talk; 33% of the teachers reported that when the Frayer Model and TPS Charting were used in conjunction, student talking increased. Sample teacher responses that resulted in this

finding included common phrases such as, “They can tell about what they drew and what they were thinking” and “It helped them talk more.”

This theme is supported by the research; Goldenberg and Coleman (2010), Hill and Flynn (2006), Soto-Hinman and Hetzel (2009), and Sousa (2011) all note the importance of explicit vocabulary instruction when learning new linguistic material. The Frayer Model and TPS Charting are designed to explicitly teach vocabulary and structure conversation, and these results were supported by the data collected. This finding is also supported by Bruner’s (Wood et al., 1976) theory of scaffolding, Gibbons (2002), and Vygotsky and Cole (1978), who believe that in order for learning to take place, students must be working in their zone of proximal development. When teachers used these two instructional strategies, they acted as a scaffold for students to further engage in the learning task. The idea of scaffolding is that supports enable a student to learn at a slightly higher level through the use of a scaffold (Benson, 1997). By using both the Frayer Model concept mapping and the TPS Charting, teachers use all of these scaffolds to meet the learning needs of the students while providing the supports to increase student success. Zhao and Orey (1999) note that, through the use of scaffolding, teachers are able to help the learner manage the instructional tasks with support while still allowing active participation in the learning and providing a gradual release of responsibility. In doing so, students are eventually are able to work independently without the supports of the teacher and or scaffold.

Accountability. The second theme was an increase in accountability; 22% of the teachers reported that the Frayer Model and TPS Charting, when used in conjunction, increased accountability. Sample teacher responses that resulted in this finding included

common phrases such as, “They couldn’t hide out, or at least if they did, I was more aware of it,” “students feel pressure to fill out the TPS Chart,” and “at least it held them more accountable.”

Archer and Hughes (2011) support this theme through the belief that if students are not accountable, they think participation is optional. Furthermore Banks (1993), Darling-Hammond (2002), and Meier (2003) agree that when daily objectives are directly connected to visual student work and assessment, student accountability increases, along with student achievement. Based on the results from this study and the research that supports it, both the Frayer Model and TPS Charting, when used in conjunction, can provide the structured accountability necessary to support students in increased participation.

Academic language development in the content areas. The third theme was an increase in academic language development in the content areas; 22% of the teachers reported that the Frayer Model and TPS Charting, when used in conjunction, increased academic language development in the content areas. Sample teacher responses that resulted in this finding included common phrases such as, “Improves their academic language” and “I continue to use for academic language in math…I have slowly started to introduce it in science.”

Based on the data, the participants in this study have started to integrate the two instructional strategies in science, math, and social studies and are starting to see benefit in the academic language needed to access these content areas. This theme is further supported by the research in that Dutro and Levy (2008) note that students who are provided with consistent, explicit, and purposeful language instruction with built-in

practice are able to develop a competent command of academic language, which supports the finding that teachers using strategies designed to provide explicit and purposeful language instruction might see an increase in student academic language discourse. This is further supported by Seliger and Long (1983) who advocate the modification of scaffolds in conversation for ELs in order to structure conversation to increase student academic language.

Student benefit. The fourth theme was student benefit; 22% of the teachers reported that the Frayer Model and TPS Charting, when used in conjunction, benefited students. Sample teacher responses that resulted in this finding included common phrases such as, "I saw the benefit of using these strategies with my EL students," "These strategies were helpful," and "the students did benefit greatly from this model because they could see and give input on the four areas of the model." While the responses for this theme indicate further support for increased student talk and an increase in academic language, it is also connected to Krashen's (1981) theory of language acquisition, which suggests that students develop language in two distinct ways: through learning and acquisition. Based on Krashen's beliefs, the benefit for students occurs only when students are able to make sense of the language in its oral form through these two scaffolds designed to solicit structured talk, and thus foster sense making in the learning process.

Need for more training/majority saw the benefit. The last theme was a need for more training, where the majority of participants saw the benefit of the two instructional strategies; 44% of the teachers reported that they were able to see the benefit of the Frayer Model and TPS Charting, when used in conjunction, and 22% of the participants

reported that they needed more time. Sample teacher responses that resulted in this finding included common phrases such as, "I don't believe enough training days were offered to really impact my instructional practice yet using the Frayer Model and the TPS Charting" and "I don't believe these strategies as being useful for ELL students. I believe more on project GLAD and using pictures." The only two participants who reported that the two instructional strategies had no benefit for ELs (11 and 13 as presented in Table 2) had also received only GLAD training within the past 5 years.

Finding four. Finding four is directly linked to theme five from research question 5. When examining the implementation of the Frayer Model and TPS Charting, teachers noted the need for more time and the majority seeing the benefit. When examining teacher confidence and perceived ability in terms of professional development, Guskey (1986, 1989) notes that change is difficult for teachers, and in order for teachers to raise their levels of confidence when learning a new instructional strategy it is critical to receive encouragement, support, and feedback. Alford and Niño (2011) also note that the second step to professional development is to allow teachers multiple direct opportunities to actively practice new learning. The professional development for the two strategies in this study was designed so that teachers receive the instruction, go back to their classrooms and practice the new strategy, and then return to the next session to share their results. It is possible that since teachers were left to go back and try on the strategies by themselves, not all teachers felt supported enough to be successful. Both Alford and Niño (2011) and Guskey (1986, 1989) express the need for multiple opportunities to engage and support professional development efforts; a four session

professional development series may not have been extensive enough for some teachers in this study.

Conclusions

Based on the findings of this study, the researcher drew the following four conclusions. The conclusions are related to the use of EL Shadowing as a catalyst for instructional strategy implementation to support the academic language development of L-TELLs while examining district policies to a systems approach in meeting the needs of all ELs. In addition, the conclusions strongly support findings of previous studies.

Conclusion 1. The first conclusion is that ELL Shadowing increases teacher awareness of the academic language needs of for L-TELLs and their struggle to fully participate in classroom discourse. When given an open-ended response to note the effects of ELL Shadowing, 50% of the participants shared that they developed an awareness of the need to increase academic language use and 40% of the participants shared that they noticed L-TELLs sitting in class passively silent. Penfield (1987), Schinke-Llano (1983), and Wilhelm, Contreras, and Mohr (2004) all note that whether they are cognitively aware of it or not, educators often allow ELs to remain silent or to participate less than their English speaking peers. These results were supported in this study through the reports that students who were observed during ELL Shadowing remained silent, even when given opportunities to talk.

Soto (2012a) further supports this result by stating that a sense of teacher urgency comes from participant observation of instances when the specific needs of ELs are not being addressed systematically. For the respondents in this study, ELL Shadowing created a sense of awareness of the disengagement that occurs for these students. The

data showed participants observing L-TELLs sit passively and silently in the classroom, only participating enough to stay under teachers' radar. August (2003) estimates that ELs spend less than 2% of their school day engaged in academic oral language development. Teachers' observations from their ELL Shadowing experiences supported August's findings.

In addition to ELL Shadowing providing awareness of the needs of ELs, shadowing in general is used throughout education, as well as other professions, to help practitioners study an area of need. For example, preservice teachers shadow and observe other teachers and students, medical interns shadow and observe other physicians, and other careers provide job shadowing as a way to learn more about a position or to develop a greater insight. Murphy and Atkins (1994) note that shadowing opportunities help develop critical reflective skills by requiring shadowing participants to focus on their learning by reflecting on their experiences. Additionally, Ukpokodu (2004) notes that shadowing has the ability to provide participants with first-hand experiences to enhance knowledge necessary to develop self-awareness. When teachers are provided with a case study approach to a problem, they are able to act as researchers to study a specific area of need before working with colleagues to brainstorm solutions. Participants in this study noted this development of self-awareness by participating in the ELL Shadowing process.

Conclusion 2. The second conclusion is that the Frayer Model and TPS Charting can increase teacher efficacy to address the academic language needs of ELs. Based on the data, teachers reported a greater sense of self-efficacy using both the Frayer Model and TPS Charting. While participants reported a greater sense of self-efficacy using the

Frayer Model over TPS Charting, the data for both strategies showed an increase based on participant responses. Tschannen-Moran et al. (1998) share that a teacher's confidence is based on having adequate training to develop the strategies. It may be that after only four professional development sessions regarding these two strategies, teacher self-efficacy in using the strategies is hovering between becoming more comfortable to comfortable, with only some teachers viewing themselves as leaders in aspects of these strategies.

Bandura (1986) and Moersch (1995) report the importance and impact of self-efficacy of people being able to effectively or ineffectively progress through the stages of change. Bandura (1997) suggests that people possess the need to control their environment. Based on this need for control, people will only take actions on what they can actually control. If teachers do not feel that they can influence a situation, then they will avoid that situation. The literature indicates that avoidance is a result of one's belief that his/her actions cannot produce the desired result (Bandura et al., 1996). Based on the data from this study and the supporting research, teachers who have already experienced success with these strategies were able to develop a greater sense of efficacy surrounding their implementation when working through the implementation process.

Conclusion 3. The third conclusion is that the Frayer Model and TPS Charting, when used in conjunction with one another, increase student academic language. Based on the data, 44% of the participants shared that the two instructional strategies increased student talk, with 22% making specific reference to the increase in students' academic language development. This finding is also supported by empirical research based on the Monroe and Pendergrass (1997) study, whose results indicated that students who received

the Frayer Model demonstrated a higher usage of mathematical concepts. This finding is also supported by empirical research for TPS Charting as well based on a study conducted by Baumeister (1992), which indicated that students who received the TPS Charting demonstrated an increase in holistic comprehension, participation, and improved quality of responses.

The research supports the assertion by Kinsella (2007) that in order to meet the needs of academic language development, students need support in vocabulary development, syntax, grammar, and register. When examining the gaps among L-TELLs who are stuck in the intermediate range, there is often a gap between one ore more of these skills that inhibits the academic language development of the student and ultimately keeps the student from reclassification. Therefore, it is critical to examine instructional strategies that support the development of vocabulary, syntax, grammar, and register in order to meet the academic needs for these students. Soto (2012a) also supports these findings through research that indicates that TPS Charting and the Frayer Model of concept mapping provide academic support in the areas of grammar, vocabulary, syntax, and register needed to support language development for ELs.

Conclusion 4. The fourth conclusion is that improving teacher practice, teacher self-efficacy, and L-TELLs student achievement require a systems approach to professional development. Workshop sessions for professional development designated to teach two instructional strategies did not provide enough support for all teachers. When participants were asked to reflect on these two instructional strategies for improving academic language for L-TELLs, 20% of the participants expressed that the

strategies were either not effective as other training received, and 30% of the participants expressed that it was too soon to tell if these strategies were effective for ELs.

This finding is also supported by Beamer et al. (2008), who assert that teachers need sufficient time for planning, implementation, and development of new learning. According to the National Literacy Panel (as cited in August & Shanahan, 2006), the most successful professional development efforts for teachers of limited English proficiency students includes: extended focus (1-3 years) that includes interactive coaching, demonstrations, and hands-on learning (Marzano, 2007). According to the National Staff Development Council (as cited in Wei et al., 2012), high quality professional development consists of seven key factors: focused and specific curriculum, a seamless link between assessments, standards, and professional development, engaging experiences that allow teachers to make sense of the learning, sustainability, coaching, modeling, observation, and feedback, and connectivity to the collaborative work taking pace in the school's professional learning communities. Speck and Knipe (2005) further support these findings by noting that some strategies are more effective than others, and that the best way to support teachers is through a laser-like focus on professional development through select instructional strategies that maximize student achievement. Based on the professional development research of Diaz-Maggioli (2003), in-services and workshops can be useful opportunities to deliver information, but limit the ability to provide the multiple opportunities for teachers to translate their new learning into effective classroom practices that move instruction. In order for the professional development efforts surrounding TPS Charting and the Frayer Model of concept mapping to effectively be implemented in the classroom, teachers need continued professional

development, multiple opportunities to observe and interact with new learning, continued interactive coaching, and long-term focused sustainability to support the new learning.

Recommendations

The recommendations made in this study are significant because they have the potential to increase the academic language for L-TELLs in an effort to help these EL students reclassify and obtain the level of discourse needed to be successful at the high school and college level. These recommendations also have the potential to increase professional development efforts when supporting teacher growth through continued learning. There are four recommendations based on the conclusions of this study; each recommendation is directly linked to each conclusion.

Recommendation 1. Recommendation one is directly connected with conclusion one. The first recommendation is that professional development occurs prior to ELL Shadowing to increase coherence and alignment between previous and new professional development strategies before participating in the shadowing experience.

Alford and Niño (2011) suggest a two-step process for beginning professional development efforts in meeting the needs of coherence and alignment. First, teachers need to be provided with opportunities to dialogue about their students' needs and level of cognition. Additionally, the vision must be clearly stated before engaging in the professional development process. Moreover, Beamer et al. (2008) note that professional development needs to allow sufficient time for planning prior to implementation in order to understand the goals and outcomes and allow teachers opportunities to collaborate with one another, share successes and frustrations, problem-solve, and find solutions together. While some teachers are able to jump into a professional development series, a

significant teacher population who would first benefit with shared discussion and conversation around intended outcomes before participating in the professional development plan.

Specifically, the recommendation would be to extend the professional development series to allow for 2 additional hours at the beginning of implementation. During these additional 2 hours, the consultant would co-present with district and/or administration to present coherence and alignment with previous strategies to current strategies. Additionally, this time would be used for teachers to work within their professional learning community to internalize the connectivity between previous and anticipated learning, based on the presentation of both the consultant and district and/or site leadership.

Recommendation 2. Recommendation two is directly connected with conclusion two. The second recommendation is that professional development implementation needs to be supported through a multi-dimensional tiered approach where lead teachers build capacity for teachers with less training. Not all teachers possess the self-efficacy needed to fully implement new learning at the same rate. Tschannen-Moran et al. (1998) note that if a teacher possesses a strong sense of self-efficacy, his/her performance will yield a greater effort and ultimately better teaching practices. Moreover, if a teacher possesses a weak sense of self-efficacy, his/her performance will yield less effort, and ultimately reduced outcomes. If the teacher were lacking self-efficacy in implementation of the adopted professional development, then he/she would lack the personal beliefs necessary to successfully implement the plan.

According to Tschannen-Moran et al. (1998), two factors need to be examined when assessing teacher efficacy: teacher confidence and perceived ability. The first factor is the individual teacher's confidence to control student learning. Tschannen-Moran et al. note that when determining a teacher's self-efficacy, one must measure a teacher's personal teaching efficacy, which is a reflection of the teacher's "confidence that [he/she has] adequate training or experience to develop strategies for overcoming obstacles to student learning" (p. 223). The measurement of teacher confidence is limited to the individual teacher's belief and cannot be generalized to other teachers when determining teacher efficacy. The teacher's confidence to implement a strategy or bring about improvement is a strong predictor of student performance (Berman et al., 1977). When teachers possess the confidence to execute a desired instructional strategy, they are more willing to try new things and persevere until reaching success, causing positive or negative beliefs to predict student levels of performance (Ashton & Web, 1986). Based on this finding, it is necessary to select, retain, and foster professional development that promotes teachers who possess high levels of confidence and self-efficacy. The second factor that needs to be examined when assessing teacher efficacy is the perceived ability to control student learning. In conjunction with teacher confidence, one must also discern the teacher's perceptions of individual ability to effect change.

Tschannen-Moran et al. (1998) note that one must also examine general teaching efficacy, which is a teacher's perceptions about his/her ability to impact and influence student learning as compared to external factors that are believed to inhibit student learning. A teacher's perceived ability is the combination of a teacher's own task analysis of the teaching requirement combined with his/her assessment of his/her own

personal teaching skill or competence. When examining teacher confidence and perceived ability in terms of professional development, Guskey (1986, 1989) notes that change is difficult for teachers, and in order for teachers to raise their levels of confidence when learning a new instructional strategy, it is critical to receive encouragement, support, and feedback. Lead teachers who possess a strong sense of confidence and ability serve as models for more resistant teachers that lack the confidence and ability needed for initial implementation of new strategies.

Specifically, the recommendation would be to deliver the professional development workshop in two different cycles. First, the school site would develop a teacher leadership team to participate in the first cycle of implementation. The teacher leadership team would be comprised of lead educators from each grade level and content area in order to serve as models for all teachers during the second cycle of implementation.

Recommendation 3. Recommendation three is directly connected with conclusion three. The third conclusion is that districts that serve an EL population should examine the District English Language Development Plan (DELDP) or ELL Master Plan and ensure a systematic plan is in place to meet the needs of all ELs. This plan needs to take into consideration the language needs for beginning ELs, those ELs who are stuck between early intermediate to early advanced (L-TELLs), and those who are redesignated as Fluent English Proficient (R-FEP).

When individual schools are left to develop their own plan of English language support, there is a failure in the organization for ELs moving between schools within the district, as well as a clearly defined shared plan for all stakeholders on how to

systematically address the needs of all ELs. This entire study was developed as a result of the researcher learning about one district's awareness of a large number of students who had entered their district in kindergarten as ELs and were graduating 13 years later as ELs.

According to the California Department of Education (2012a), over 1.46 million ELLs attended a California public school in 2009-2010. Of these students, 59% of these students are L-TELLs (Olsen, 2010). Moreover, more than half of the ELs in California are not making adequate progress for redesignation to Fluent English Proficient. While districts work to embed scaffolds that support ELs, it is critical that these scaffolds are addressed as a systems approach for a seamless plan to support all ELs through the transition process to reclassification. Districts that do not have a systematic DELDP plan in place to support ELs experience gaps between programs as students transition between and across primary, middle, and high schools within the district, making it difficult to reclassify students effectively. Olsen notes that inconsistencies among programs yield the adoption of inconsistent instructional materials, a lack of leadership from district and site leaders, bouncing from one program to the other, alternating placements for students, and misinformed guidance from school improvement coaches. In contrast, consistency in district programs, coupled with implementation of researched-based models, positively effects the academic achievement of ELs. When districts take the time to establish a well-articulated and seamless EL plan, such as the adoption of clear instructional approaches for students at each developmental level, the number of reclassified learners increase, causing a decrease in L-TELLs.

Recommendation 4. Recommendation four is directly connected with conclusion four. The fourth conclusion is that an ongoing systematic process for professional development that is guided by administration and instructional coaches be implemented *after* workshops and professional development series are concluded. The research supports the finding that, in order for teachers to improve academic language for ELs through instructional practices, both content area and English as a Second Language teachers need multiple opportunities to establish and engage in an ongoing collaborative environment (August & Hakuta, 1997; Gandara et al., 2003, Varghese & Jenkins, 2005). Through an ongoing collaborative model, teachers share knowledge and problem-solve on how to best meet the needs of ELs both linguistically and through academic rigor (Desimone, 2009). The National Literacy Panel (as cited in August & Shanahan, 2006) also supports this finding through reports that the schools that are most likely to achieve success for ELs focus their professional development on multiple opportunities for teachers to engage in continuous ongoing support with their colleagues. If the hope is for teachers to construct and refine their instructional abilities through ongoing interaction with ELs, then teachers need to engage in ongoing professional development with other professionals in order to adapt and reflection on classroom interactions and strategies that meet the needs of all learners (Diaz-Maggioli, 2003).

Additionally, in order to maximize effectiveness, the collaborative model must extend beyond content and English as a Second Language teachers, to include administration and instructional leaders (Nordmeyer, 2008). Through the collaborative efforts of all stakeholders responsible for instructional delivery, student learning and teacher outcomes are enhanced. By working with a collaborative body of educational

leaders, schools can then use this change agent group to foster shared responsibility among teacher leaders to engage all staff in the professional development efforts that build capacity and foster student learning (Varghese & Jenkins, 2005). Therefore, it is necessary for professional development to enlist the efforts of all stakeholders in order to ground the work and facilitate change.

Specifically, the recommendation would be to ensure that participants work with their grade level and content area colleagues to discuss implementation, areas of refinement, and opportunities to observe each other implementing the strategies. Training would also occur on how to have structured conversations with colleagues about student progress based on student work samples and/or classroom observations. Site leadership would facilitate discussion and collect implementation examples through student work samples, pictures, and/or video to further support teacher conversation in continued implementation. Additional opportunities for ELL Shadowing would be used to progress monitor the effectiveness of the professional development implementation.

Further Research Opportunities

Due to the limitations of this study, there are five prospects for further research opportunities:

1. This study focused on the teachers' perception of teacher self-efficacy. Examining this study through the lens of student self-efficacy when using the two instructional strategies to support academic language growth might further enhance this research.
2. This study used a survey to ascertain the confidence and perceived ability of teachers working to implement two instructional strategies. This research might

be further enhanced by conducting one-on-one interviews with teachers to better understand their beliefs surrounding the ability of ELs and develop greater insight into why a teacher's reported self-efficacy is high or low.

3. This study was conducted after only one month after the conclusion of the professional development series. It would also be interesting to examine sustainability and implementation fidelity through multiple teacher observations when using both strategies to perhaps document a relationship between implementation and student success over time.
4. This study was conducted only after the professional development series. The research might also have yielded interesting data had the survey been given to teachers prior to participating in the specifically designed professional development series, and then using the pre and post surveys to examine growth before and after the training.
5. This study only looked at the effects of teacher outcomes from an elementary urban perspective. A study including teachers at varying grade levels and varying demographic locations has the potential to yield varying results and provide a greater insight in this area.

Summary

As the number of ELs in the United States continues to grow along with increased student achievement accountability, districts will continue to seek out opportunities to support and enhance professional development opportunities that support the needs of all learners. It is imperative that districts strategically align professional development efforts

that systematically address these needs so that implementation and data-tracking to determine effectiveness are in alignment.

It is also critical that teachers receive opportunities to see first-hand the important issues facing their students. Opportunities to participate as teacher researchers that build awareness and progress monitoring, such as ELL Shadowing, render teachers responsible for collecting, analyzing, and synthesizing real-time data of their own students and then using that data to guide professional development. Using lead teachers who possess high levels of self-efficacy creates models and change agents for teachers who need support through a multi-approach professional development plan. The district-adopted professional development plan needs to maintain a laser-like focus throughout a school year, providing teachers with multiple opportunities to engage in the learning, collaborate, observe, and network with other professionals working on the same continued growth model long after the initial introduction to instructional strategies.

Lastly, districts, schools, administrators, teachers, and students need a narrow focus on the core adopted instructional strategies that will be used to meet instructional needs of their students. These strategies must be researched-based and designed to meet the academic needs of all learners. When the focus is on strategy delivery instead of instructional delivery, it is difficult for all stakeholders, including students, to focus on the learning. While appropriate instructional strategies are key in providing the necessary scaffolding for all learners, these strategies need to be embedded into the daily learning for students and staff so that all stakeholders are able to focus on explicit, quality instruction using the tools, not the tools themselves. As schools become more diligent in ensuring that all students are making progress, coupled with the substantial increase in

ELs in the American public school system, educators have a moral and ethical duty to ensure quality education that meets the needs of all learners through scaffolds that are consistently embedded within daily instruction that support the growth of all learners.

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APPENDIX A

Think – Pair – Share

Objective:

Question or Prompt	What I thought	What my partner thought	What we will share

My Name: _____ My Partner's Name: _____ Date: _____

Note. From Soto, I. (2012, February). Listening and Learning. Principal Leadership, 24-27. Adapted with permission.

APPENDIX B

Frayer Model

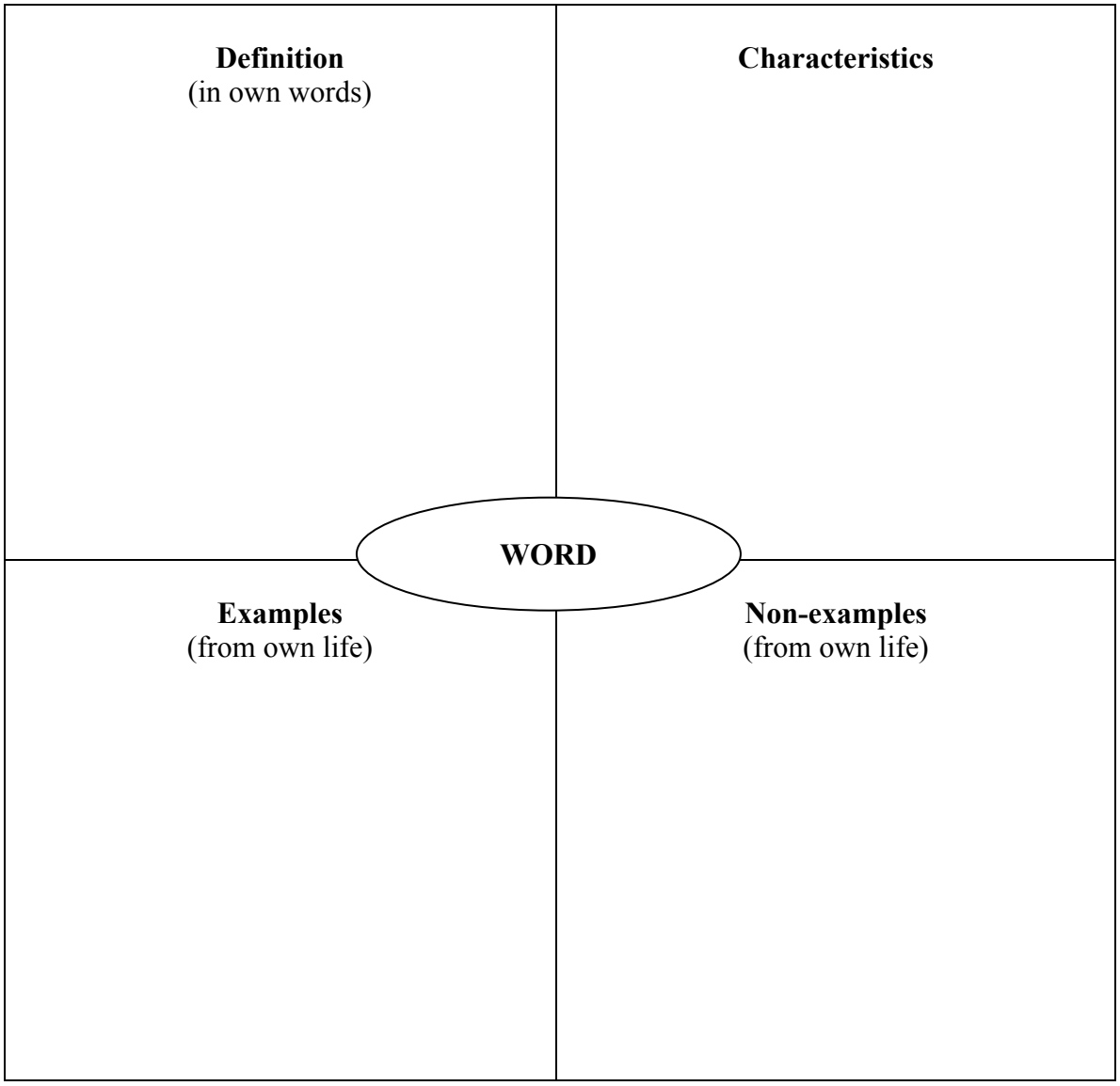

Figure B1. Frayer model. Adapted from Frayer, D.A., Fredrick, W.C., & Klausmeier, H.J. (1969). *A schema for testing the level of concept mastery* (Working Paper No. 16). Madison, WI: Wisconsin Research and Development Center for Cognitive Learning. Adapted with permission.

APPENDIX C

ELL Shadowing Protocol Form

Student: _____

Gender: _____ Grade Level: _____ Years in US Schools: _____ Years in District: _____

Time	Specific Student Activity/ Location of Student Five-Minute Intervals	Academic Speaking (check one)	Academic Listening One Way or Two Way (check one)	Student Is Not Listening (check one)	Comments
		❑ Student to student – 1 ❑ Student to teacher – 2 ❑ Student to small group – 3 ❑ Student to whole class – 4 ❑ Teacher to student – 5 ❑ Teacher to small group – 6 ❑ Teacher to whole class – 7	One way or two way ❑ Student listening mostly to student – 1 ❑ Student listening mostly to teacher – 2 ❑ Student listening mostly to small group – 3 ❑ Student listening mostly to whole class – 4	❑ Reading or writing silently – 1 ❑ Student is off-task – 2	
		❑ Student to student – 1 ❑ Student to teacher – 2 ❑ Student to small group – 3 ❑ Student to whole class – 4 ❑ Teacher to student – 5 ❑ Teacher to small group – 6 ❑ Teacher to whole class – 7	One way or two way ❑ Student listening mostly to student – 1 ❑ Student listening mostly to teacher – 2 ❑ Student listening mostly to small group – 3 ❑ Student listening mostly to whole class – 4	❑ Reading or writing silently – 1 ❑ Student is off-task – 2	

Note. From Soto, I. (2012). *ELL Shadowing as a catalyst for change*. Adapted with permission.

APPENDIX D

Professional Development Plan

Meeting	Session Learning	Teacher Task Between Sessions
One Oct. 17, 2012	• ELL Shadowing • Analyze result of ELL Shadowing • Scope and Sequence Overview • What is Think-Pair-Share Charting? • Observe Think-Pair-Share lesson	• Pilot Think-Pair-Share Charting • Collect student work samples
Two Nov. 20, 2012	• Examine Think-Pair-Share Charting student work samples • What is the Frayer Model of concept mapping?	• Pilot Frayer Model Concept Mapping • Collect student work samples
Three Dec. 4, 2012	• Examine student work samples of Frayer Model Concept Mapping • Plan a lesson using both strategies	• Collect student work samples of Frayer Model Concept Mapping lesson plans
Four Jan. 29, 2013	• Examine student work samples of lesson plans that incorporate both the Think-Pair-Share chart and the Frayer Model of concept mapping • Survey administration	• Continue further implementation of both strategies

APPENDIX E

Survey Instrument

Informed Consent Form

Research Procedures

The purpose of this descriptive survey study is to a) investigate the impact of ELL Shadowing on teacher's awareness of L-TELL's academic language abilities and needs, b) assess teacher-perceived proficiency in implementing the Frayer Model and Think-Pair-Share charting instructional strategies with L-TELLs after professional development, c) assess teacher overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs after professional development, and d) describe any changes observed by teachers in the academic language performance of L-TELLs as a result of the Frayer Model and Think-Pair-Share charting strategy implementation.

If you agree to participate, the survey will take approximately 15 minutes to answer. Your responses will be analyzed collectively with all participants. Responses will not be identified by respondents in order to protect anonymity. The analysis of of this online teacher survey will be saved in a password protected computer accessible to only the researcher. The answers to the survey questions and its analysis will be locked in a cabinet accessible only to the researcher. The confidentiality of all records will be maintained in accordance with applicable state and federal laws.

Risks

There are potential risks and discomforts that might be associated with this research. While the risks are minimal, some anxiety or discomfort may result from fatigue, possible boredom, increased stress from completing a survey and/or slight discomfort from reflecting on the training that just ended. In order to safeguard participants' confidentiality, no participant names will be collected or any other identifying information on this survey. Respondents may skip a question and/or stop taking the survey at any time.

Benefits

There are no monetary benefits for taking this survey beyond access to research and analysis of results. The potential benefits are (1) from the findings of this research, teachers can examine their inquiry instructional methods (2) The findings will help teachers to reevaluate their instructional practices, (3) The findings will shed light on the effective aspects of professional development for improved teacher practices and students' achievement.

Participation

By agreeing to take this survey, you understand that participation is voluntary and that you may refuse to participate and/or withdraw from the research at any time without penalty. You also understand that you are not obligated to answer all questions. If you wish to participate, click "Next" at the bottom of this page. If you do not wish to participate, simply exit out of your web browser. The survey questions will be completed as soon as teachers sign the informed consent by clicking "Next".

This research has been reviewed according to the Pepperdine University Graduate School of Education and Psychology Internal Review Board procedures governing your participation in this research.

By clicking next, you consent that you are willing to answer the questions in this survey.

1. Within the past five years, please select the trainings that you have received either through the district/school, university, conference, or additional professional development. If you have not received any training, please select "none".

- [ ] SIOP
- [ ] SDAIE
- [ ] GLAD
- [ ] Systematic ELD
- [ ] NONE

Other (please specify)

Please note that questions 1-6 are in reference to the Frayer Model. Please select a response that best describes your comfort level with each section of the Frayer Model.

2. How would you rate your confidence and ability of selecting key terms for the Frayer Model?

- ( ) I need more time to learn about how to select key terms.
- ( ) I am becoming more comfortable in selecting key terms.
- ( ) I am comfortable in selecting key terms.
- ( ) I believe I am a leader in selecting key terms.

Other (Please specify)

3. How would you rate your confidence and ability of developing examples with your students when using the Frayer Model?

- ( ) I need more time to learn more about how to develop examples.
- ( ) I am becoming more comfortable with developing examples.
- ( ) I am comfortable developing examples.
- ( ) I believe I am a leader in developing examples.

Comment

4. How would you rate your confidence and ability of developing non-examples with your students when using the Frayer Model?

- I need more time to learn more about how to develop non-examples.
- I am becoming more comfortable with developing non-examples.
- I am comfortable developing non-examples.
- I believe I am a leader in developing non-examples.

Other (Please specify)

5. How would you rate your confidence and ability of developing characteristics with your students when using the Frayer Model?

- I need more time to learn more about how to develop characteristics.
- I am becoming more comfortable with developing characteristics.
- I am comfortable developing characteristics.
- I believe I am a leader in developing characteristics.

Other (Please specify)

6. How would you rate your confidence and ability of developing a definition with your students when using the Frayer Model?

- I need more time to learn more about how to develop a definition with students.
- I am becoming more comfortable with developing a definition with students.
- I am comfortable developing a definition with students.
- I believe I am a leader in developing a definition with students.

Other (please specify)

7. How would you rate your overall confidence and ability of how to use the Frayer Model to support academic language for English learners?

- I need more time to learn more about how to use the Frayer Model.
- I am becoming more comfortable with using the Frayer Model.
- I am comfortable using the Frayer Model.
- I believe I am a leader in using the Frayer Model.

Other (please specify)

Please note that questions 7-11 are in reference to Think-Pair-Share (TPS) charting. Please select a response that best describes your comfort level with each section of Think-Pair-Share charting.

8. How would you rate your confidence and ability of how to develop open-ended questions or prompts when using the Think-Pair-Share (TPS) chart with your students?

- ◯ I need more time to learn more about how to develop open-ended questions.
- ◯ I am becoming more comfortable with developing open-ended questions.
- ◯ I am comfortable developing open-ended questions.
- ◯ I believe I am a leader in developing open-ended questions.

Other (please specify)

9. How would you rate your confidence and ability of how to guide student responses in the "What I Thought" portion of the TPS chart?

- ◯ I need more time to learn more about how to guide student responses.
- ◯ I am becoming more comfortable with developing student responses.
- ◯ I am comfortable with developing student responses.
- ◯ I believe I am a leader in developing student responses.

Other (please specify)

10. How would you rate your confidence and ability of how to guide student responses in the "What my Partner Thought" portion of the TPS chart?

- ◯ I need more time to learn more about how to develop student responses.
- ◯ I am becoming more comfortable with developing student responses.
- ◯ I am comfortable with developing student responses.
- ◯ I believe I am a leader in developing student responses.

Other (please specify)

11. How would you rate your confidence and ability of how to guide student responses in the "What we will share" portion of the TPS chart?

- ◯ I need more time to learn more about how to develop student responses.
- ◯ I am becoming more comfortable with developing student responses.
- ◯ I am comfortable with developing student responses.
- ◯ I believe I am a leader in developing student responses.

Other (please specify)

12. How would you rate your overall confidence and ability of the TPS chart as a strategy to support academic language of English learners?

- ○ I need more time to learn more about how to use the TPS chart.
- ○ I am becoming more comfortable with using the TPS chart.
- ○ I am comfortable using the TPS chart.
- ○ I believe I am a leader in using the TPS chart.

Other (please specify)

13. How do you rate your overall confidence and ability in addressing the academic needs of Long-Term English Language Learners (L-TELLs) after receiving training in the Frayer Model and TPS charting when using these strategies?

- ○ I do not believe that these strategies address the needs of L-TELLs.
- ○ I need more time to develop my confidence in the ability to address the needs of L-TELLs using these strategies.
- ○ I am becoming more confident in my ability to address the needs of L-TELLs using these strategies.
- ○ I am confident in my ability to address the needs of L-TELLs using these strategies.

Other (please specify)

14. Reflecting on the Tuning Protocol and your students/ work samples, what changes, if any, did you observe in the academic language development of your L-TELLs after implementing the Frayer Model and the TPS charting in your instructional practice?

Please provide complete in-depth and reflective responses.

15. How, if at all, did shadowing an L-TELL student inform your awareness to implement The Frayer Model and TPS charting strategies?

Please provide complete in-depth and reflective responses.

16. You have completed this survey. No identifying information has been collected. You may obtain a copy of the results of this survey from your principal by April 1, 2013. However, if you wish to be identified for the purposes of having the results of this survey individually mailed to you, please provide your name and address in the box below. If you do not wish to receive a copy of the results and wish to remain anonymous, simply click "Done". Thank you for your time.

APPENDIX F

Permission to Conduct Study

TO: Superintendent or Designee
From: Mrs. Michelle D. Owen-Tittsworth
Date: February 12, 2013
Subject: Superintendent or Designee Permission to Conduct Study

I am seeking both district and school site permission to conduct a research study at the *Central School District* as part of my doctoral dissertation at the Pepperdine University School of Education and Psychology. I am researching teacher self-efficacy using ELL Shadowing as a catalyst for implementation of two instructional strategies, The Frayer Model and Think-Pair-Share Charting, to support the academic language development of Long-Term English Language Learners. I am aware that Dr. Ivannia Soto has been contracted to work with selected teachers at Sanchez Elementary School and wish to survey these selected teachers at the end of their next staff development meeting on February 20, 2013. The identity of the district and school will remain anonymous and the pseudo name "Central" will be used instead. Additionally, survey responses will not be linked to individual subjects, school, or district.

The purpose of this descriptive survey study is to: a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELL's academic language abilities and needs, b) assess Central Elementary School teacher-perceived ability in implementing Frayer Model and Think-Pair-Share Charting instructional strategies with L-TELLs post specially designed professional development, c) assess Central Elementary School teachers overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of Frayer Model and Think-Pair-Share Charting strategy implementation. The findings of this study will be beneficial to the district and to other schools striving to implement effective strategies that support the academic language development needs of Long-Term English Language Learners.

Teachers who volunteer to participate will take an online survey, which is predicted to take approximately 15-minutes. Participants who decide to participate are free to withdraw their consent or discontinue participation at any time. A copy of the informed consent and the survey are attached for your preview.

If you have any additional questions or concerns regarding this study, you may also contact my supervisor Dr. Lind Purrington at Pepperdine University School of Education and Psychology. Your signature indicates that you have read and understand the information provided above, that you willingly agree for me to conduct my study in the Central Unified School District, and that you have received a copy of this form.

Respectfully,

Mrs. Michelle D. Owen-Tittsworth

Attachments:

- Informed Consent for Participation in Research Activities
- Teacher Survey

I hereby consent to my school district's participation in this research described above.

Lila W Branson Ed.D
Signature of Superintendent or Designee

Lila Wills Branson Ed.D
Please Print Name of Superintendent or Designee

2/12/13
Date

APPENDIX G

Permission to Conduct Study

TO: Site Principal
From: Mrs. Michelle D. Owen-Tittsworth
Date: February 12, 2013
Subject: Superintendent or Designee Permission to Conduct Study

I am seeking both district and school site permission to conduct a research study at the Central Unified School District as part of my doctoral dissertation at the Pepperdine University School of Education and Psychology. I am researching teacher self-efficacy using ELL Shadowing as a catalyst for implementation of two instructional strategies, The Frayer Model and Think-Pair-Share Charting, to support the academic language development of Long-Term English Language Learners. I am aware that Dr. Ivannia Soto has been contracted to work with selected teachers at Sanchez Elementary School and wish to survey these selected teachers at the end of their next staff development meeting on February 20, 2013. The identity of the district and school will remain anonymous and the pseudo name "Central" will be used instead. Additionally, survey responses will not be linked to individual subjects, school, or district.

The purpose of this descriptive survey study was to: a) investigate the impact of ELL Shadowing on Central Elementary School teachers' awareness of L-TELL's academic language abilities and needs, b) assess Central Elementary School teacher-perceived ability in implementing Frayer Model and Think-Pair-Share Charting instructional strategies with L-TELLs post specially designed professional development, c) assess Central Elementary School teachers overall sense of confidence and perceived ability to effectively address the academic language needs of L-TELLs post specially designed professional development, and d) describe any changes observed by Central Elementary School teachers in the academic language performance of L-TELLs as a result of Frayer Model and Think-Pair-Share Charting strategy implementation. The findings of this study will be beneficial to the district and to other schools striving to implement effective strategies that support the academic language development needs of Long-Term English Language Learners.

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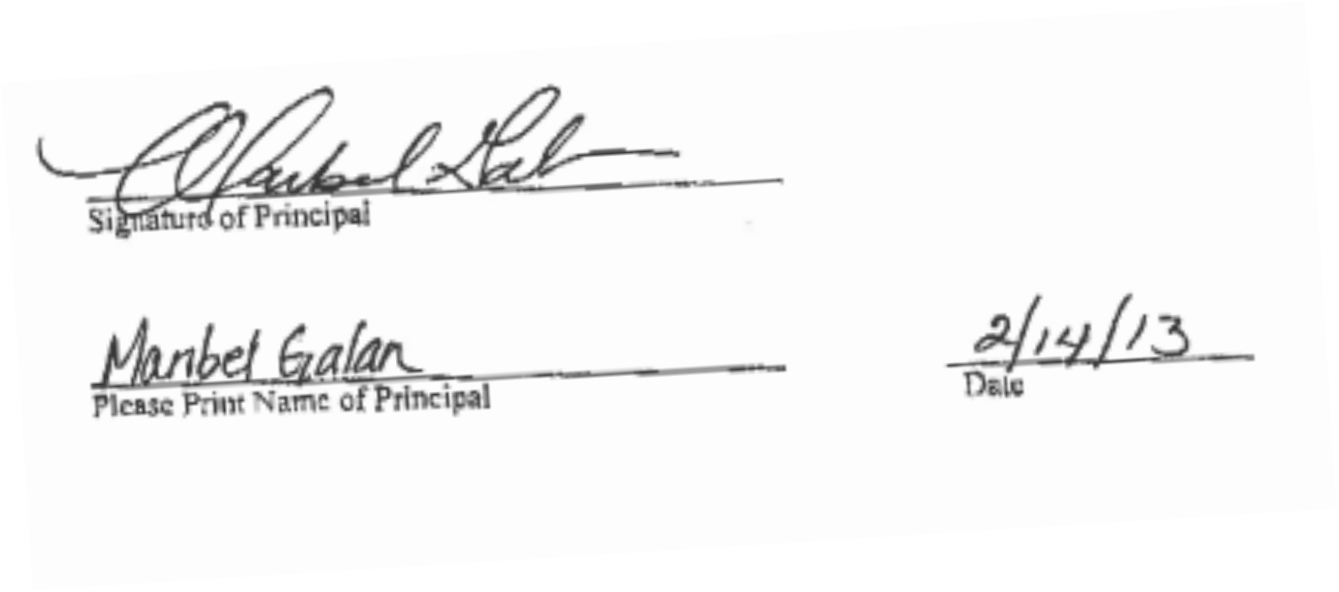
Respectfully,

Mrs. Michelle D. Owen-Tittsworth

Attachments:

- Informed Consent for Participation in Research Activities
- Teacher Survey

I hereby consent to my school district's participation in this research described above.



APPENDIX H

Copyright Permissions

I, Dr. Ivannia Soto, developed the ELL Shadowing Protocol Form and give Mrs. Michelle D. Owen-Tittsworth copyright permission to use the ELL Shadowing Protocol Form as part of her dissertation.

Ivannia Soto-Hawran — 12/4/12

Signature of Dr. Ivannia Soto — Date

I, Dr. Dorothy Frayer, developed the Frayer Model and give Mrs. Michelle D. Owen-Tittsworth copyright permission to use the Frayer Model as part of her dissertation.

Dorothy Frayer — 12/12/2012

Signature of Dr. Dorothy Frayer — Date

I, Dr. Frank Lyman, developed the Think-Pair-Share chart and give Mrs. Michelle D. Owen-Tittsworth copyright permission to use the Think-Pair-Share chart as part of her dissertation.

Frank Lyman Jr. Ph.D — 12/11/2012

Signature of Dr. Frank Lyman — Date